DOCUMENT RESUME

ED 301 715 CE 051 492

TITLE	Learn, Grow, Become. FHA/HERO Edition.
INSTITUTION	Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE	88
NOTE	230p.; For related documents, see CE 051 489-491. Document contains colored paper.
AVAILABLE FROM	Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. HE1100--$20.00).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	Behavioral Objectives; *Communication Skills; Home Economics; *Leadership; Leadership Training; Learning Activities; Lesson Plans; Meetings; *Occupational Home Economics; *Parliamentary Procedures; Secondary Education; Speech Instruction; Speech Skills; *Student Organizations
IDENTIFIERS	*Future Homemakers of America; *Home Economics Related Occupations

ABSTRACT

This guide is intended to assist vocational teachers in preparing their students to assume a leadership role in the Future Homemakers of America (FHA) or Home Economics Related Occupations (HERO). The five instructional units provided deal with the history; primary objectives; and principal activities of the FHA/HERO; parliamentary procedure; the skills and qualities required to become an FHA/HERO leader; and techniques for giving effective presentations. Each instructional unit contains some or all of the following: performance objectives, suggested activities, information sheets, supplemental activities to support materials included on the information sheets, transparency masters, assignment sheets, job sheets, tests, answers to the unit test and assignment sheets, and supplemental information on appropriate teaching methods. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED3017715

LEARN BECOME

FUTURE HOMEMAKERS OF AMERICA
FHA HERO
TOWARD NEW HORIZONS

State Department of Vocational and Technical Education Stillwater, Oklahoma

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R Matkin

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FHA/HERO: LEARN, GROW, BECOME

Developed by the
Curriculum and Instructional Materials Center
Oklahoma State Board of Vocational and Technical Education

Copyright 1988
State Department of Vocational and Technical Education
Curriculum and Instructional Materials Center

All rights reserved.

Printed in the United States of America by the
State Department of Vocational and Technical Education
Stillwater, Oklahoma 74074

This publication, or parts thereof, may not be reproduced in any form by photographic, electrostatic, mechanical, or any other method, for any use including information storage and retrieval, without written permission from the publisher.

Use of commercial products in these instructional materials does not imply endorsement by the Oklahoma State Department of Vocational and Technical Education.

The Oklahoma State Department of Vocational and Technical Education does not discriminate on the basis of race, creed, color, national origin, sex, age, veteran status, or qualified handicap.

FHA/HERO: LEARN, GROW, BECOME

TABLE OF CONTENTS

Unit I	Introduction to Future Homemakers of America	1
Unit II	FHA/HERO Activities	39
Unit III	Parliamentary Procedure	81
Unit IV	Becoming a FHA/HERO Leader	123
Unit V	Giving Presentations	191

FOREWORD

The future of America home economics and home economics related occupations lies in the hands of members of Future Homemakers of America. As chapter members of Future Homemakers of America (FHA) or Home Economics Related Occupations (HERO), students have the opportunity to demonstrate homemaking and/or home economics related skills as well as leadership skills they obtain in the classroom. FHA/HERO members participate in leadership activities and events throughout their state and the nation. FHA/HERO members also receive important employment contacts that are useful in high school as well as after graduation.

The Oklahoma Future Homemakers of America association is an integral part of classroom instruction. FHA was created by teachers of home economics education as a leadership training vehicle for students. FHA/HERO members gain the confidence, the skills, and the experience that lead to positive attitudes toward work, other people, and themselves.

Throughout participation in FHA/HERO, students gain at least three benefits. First, students have opportunities to develop communication, teamwork, and leadership skills—job skills that employers value as much as (and sometimes even more than) technical skills. Second, through FHA/HERO events and leadership activities, students are challenged to develop their occupational and leadership skills. Third, FHA offers many opportunities to make important employer and community contacts.

Virginia Sasser,
State FHA/HERO Adviser

Dr. Roy Peters, Jr.
State Department of Vocational
and Technical Education

ACKNOWLEDGEMENTS

The development of the Learn, Grow, Become series is credited to the staff of the Oklahoma State Department of Vocational and Technical Education (S.D.V.T.E.) and various individuals.

A very special thanks goes out to the staff members of the Curriculum and Instructional Materials Center (C.I.M.C.). Sheila Stone, Coordinator of Curriculum Development, provided the support and encouragement necessary to successfully develop the series. Thanks also goes to John Friedemann and Robert Hilley for their added support and encouragement.

The C.I.M.C. would also like to extend a great appreciation to Edna Ruth Mahaffey and Virginia Sasser of the Home Economics Education division of the S.D.V.T.E. for their help in validating the FHA/HERO: Learn, Grow, Become series.

A special thanks goes to Steve Small, member of the National Association of Parliamentarians, for his tremendous help on the parliamentary procedure unit. Thanks also goes to Cindy Blair for her help on the leadership unit.

Throughout the development process the art department and communications center played an important part. A special appreciation is extended to Bob Davis, Art Manager, and artists Gary Bradley, Kim Hale, Kathryn Moore, Suzanne Morris, Robert Randall, Scott Stone, and Suzie Tannahill. In the communications center, a thank you is extended to Debbie Hixson, Manager, and typists Rose Primeaux and Lisa Tomlinson.

Terrell B. Ogilvie,
Technical Writer
Curriculum and Instructional
Materials Center

USE OF THIS PUBLICATION

Instructional Units

FHA/HERO: Learn, Grow, Become includes five instructional units. A standard format was established in 1970 for development of instructional materials for all Oklahoma vocational teachers. This format includes eight basic components that form a unit of instruction: performance, objectives, suggested activities for the instructor, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. Depending on specific objectives, there may or may not be transparency masters, assignment sheets, and job sheets included in the unit of instruction.

All of the unit components "zero in" on measurable and observable learning outcomes. Instructors are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the instructor will help him or her determine the following

A. Amount of material that can be covered in each class period
B. Skills that must be demonstrated
    1. Supplies and equipment needed
    2. Amount of practice needed
    3. Amount of class time needed for demonstrations
C. Supplementary materials, such as pamphlets and filmstrips, that must be ordered
D. Resource people who must be contacted

Performance Objectives (white pages)

Each unit of instruction is based on the performance needed for successful employment in an occupational area. Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction; and specific objectives, stating the performance necessary to reach the unit objective.

Since the objectives of the unit provide direction for the teaching/learning process, it is important that instructors and students have a common understanding of the intent of the objectives. Following is a list of performance terms, their meanings, and behavioral synonyms that may have been used in this material.

A. Name — The individual supplies a name for objects, events, or people

    Behavioral synonyms: Label, list, letter, record, reiterate, repeat, write

B. Identify — The individual selects a named, described, or pictured object by pointing to it, touching it, picking it up, or selecting it

    Behavioral synonyms: Select, mark, match, choose, judge

C. State a rule — The individual communicates a relationship or principle that could be used to solve problems or perform a task

D. Apply a rule — The individual supplies an answer to a problem by using a stated relationship or principle

Behavioral synonyms: Solve, calculate

E. Describe — The individual relates sufficient characteristics or properties of an object or event so that a second individual will be able to state what is being discussed

Behavioral synonyms: Define, discuss, interpret, recite, tell how, tell what happens when

F. Distinguish — The individual selects an object or event from two or more that are easily confused

Behavioral synonyms: Discriminate, differentiate

G. Order — The individual arranges three or more objects or events in a sequence based on a stated property

Behavioral synonyms: Arrange, sequence, list in order, classify, divide, isolate, sort

H. Construct — The individual makes a physical object, a verbal statement, or a drawing

(NOTE: *Construct* is used when the finished product or result is important.)

Behavioral synonyms: Draw, make, build, design, formulate, reproduce, transcribe, convert, put together, compile

I. Demonstrate — The individual performs several operations necessary to carry out a specified process

(NOTE: *Demonstrate* is used when it is desirable to watch the student perform a task, one of the highest levels of student performance.)

Behavioral synonyms: Show your work, show procedure, perform an experiment, perform the steps, operate, remove, replace, turn off/on, (dis)assemble, (dis)connect

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Prepare for each unit by deciding how each objective can best be taught.

The objective sheet may also be used as a quick pretest to determine prior knowledge of students and to determine whether further study or activities are necessary. Instructors should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When changes in objectives are made, the instructor should remember to supply the needed information, assignment and/or job sheets, and criterion test items.

Suggested Activities (pink pages)

This component is included only in instructor material. The suggested activites page assists the instructor during the preparation stage of the teaching/learning process by providing suggestions for delivery and/or presentation during the instructional process. Read the suggested activities before teaching the units to allow time to obtain supplemental materials, prepare audio-visual materials, and contact outside resources. Duties of the instructor will vary according to the particular unit.

The references that are listed are ones used in the development of each unit. They should be used by the instructor to supplement her or his knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

Supplements (white pages)

Supplements are additional teaching aids that support portions of the Information Sheet. Supplements include such activities as games, puzzles and additional information (which is intended to be used as the instructor deems necessary).

Supplements may be photo-copied for classroom use only.

Transparency Masters (white pages)

Transparency mastersprovide information in a special way. Transparencies direct the class' attention to the topic of discussion. Transparencies may present new information, or they may reinforce information presented in the information sheet. They are particularly effective when identification is necessary. Make transparencies and place them in the notebook where they will be immediately available for use.

Information Sheet (green pages)

The information sheet provides "must know" content essential for meeting the cognitive (knowledge level) objectives of the unit. The information is written in a topical outline form and is keyed to the specific objectives.

Instructors will find that the information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. The information sheet may also be used for coordination activities and advisory committees.

Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and instructors to add notes that supplement, localize, personalize, or provide motivation for each unit.

Assignment Sheets (brown pages)

Assignment sheets give students a chance at problem solving, self-assessment, and/or practical experience with the information. They assist students in the application of knowledges that are necessary prerequisites to skill development. These may be given to the student for completion in class or used for homework assignments. Answer sheets are provided when appropriate and can be used by the student and/or instructor for checking student progress.

Job Sheets (blue pages)

Job sheets are another important segment of a unit of instruction. The job sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure needed to complete each task or job. Diagrams, photographs, and illustrations are provided to assist students in achieving the skill.

Instructor should demonstrate to students the procedures outlined in each job sheet. Furthermore, the instructor needs to localize the job sheet according to the equipment and supplies available in the local lab or shop situation. Job sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this vocational instruction.

Tests (White pages)

This component provides criterion-referenced evaluation of every objective listed in the unit of instruction. It is crucial to note that both paper/pencil and performance objectives must be evaluated.

The tests may be written or oral. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered. A selection of questions from the units covered may be used for final tests at the end of each terms if desired. If objectives have been added, deleted, or modified, be sure to make the changes on the test.

The acceptable response on a unit test, 85 percent in most units, may be raised or lowered to fit the topic or students' ability levels. The percentage applies to the overall score, not to each individual question. The final unit grade should be obtained by using the paper/pencil score along with evaluations of students demonstrations of the desired skills.

The tests are in the instructor's book only, but may be photo-copied for classroom use only.

Answers to Test and Assignment Sheets (pink pages)

These components are designed to assist the instructor in evaluation of student performances.

Teaching Methods

It is a challenge to keep students motivated. Supplement the objectives by providing the "why," personal experiences, and current information. Prepare for each unit by deciding how each objective can best be taught. Allow students to become involved in preparing and planning.

Corrections and Suggestions

The Curriculum and Instructional Materials Center wants to provide vocational instructors and students with materials that are accurate and effective. Although the Center strives to maintain the highest standards of development and production, oversights occasionally do occur. If you find any errors in this or other CIMC publications, or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. One easy way of pointing out errors is to make a photocopy of the affected pages and to indicate the correction on the copy. You can then mail the information to the CIMC, where it will be used to correct the publication before the materials are reprinted.

To ensure that the material is updated on a timely basis, it is important that you notify the Center of necessary corrections as soon as possible after discovering the error. Do not assume that someone else will notice the error and inform the CIMC; other users may be making the same assumption. Please send corrections and recommendations for improving this publication to the following address:

Curriculum and Instructional Materials Center
Oklahoma State Department of Vocational and
Technical Education
1500 W. Seventh Avenue
Stillwater, Oklahoma 74074

INTRODUCTION TO FUTURE HOMEMAKERS OF AMERICA
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to develop skills needed to be an active Future Homemaker of America (FHA) member or a Home Economics Related Occupations (HERO) member. The student will show this knowledge by completing assignment sheets and the unit test with a minimum score of eighty-five percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Define the *Future Homemakers of America*.
2. Briefly explain the two types of chapters in the Future Homemakers of America organization.
3. Select from a list essentials of a good organization.
4. Select from a list guidelines for conducting a good meeting.
5. List the three levels in the Future Homemakers of America organizational structure.
6. List the types of Future Homemakers of America (FHA/HERO) membership.
7. State the Future Homemaker of America (FHA/HERO) goal.
8. Select from a list the Future Homemakers of America (FHA/HERO) purposes.
9. List the four national regions of Future Homemakers of America.
10. Explain briefly the symbolism of the Future Homemakers of America emblem.
11. List the important birthdates for Future Homemakers of America history.
12. Write addresses of the national and your state Future Homemakers of America (FHA/HERO) headquarters.
13. Name the Future Homemakers of America flower.
14. Arrange in order steps for state affiliation.
15. Name the Future Homemakers of America (FHA/HERO) advisers.
16. Select from a list Future Homemakers of America (FHA/HERO) publications.

OBJECTIVE SHEET

17. Select from a list benefits of being a Future Homemakers of America (FHA/HERO) member.

18. Match the official Future Homemakers of America (FHA/HERO) colors to the official dress.

19. Name the two national sponsors of Future Homemakers of America.

20. Select from a list the Future Homemakers of America (FHA/HERO) motto.

21. Trace the local, state, and national growth of Future Homemakers of America (FHA/HERO).

22. Recite the Future Homemakers of America (FHA/HERO) creed.

INTRODUCTION TO FUTURE HOMEMAKERS OF AMERICA
UNIT I

SUGGESTED ACTIVITIES

I. Unit contents

- A. Objective sheet
- B. Suggested activities
- C. Supplement #1 — Vocational Student Organizations
- D. Transparency masters
  1. TM #1 — Vocational Student Organizations
  2. TM #2 — Vocational Student Organizations (continued)
  3. TM #3 — Structure of National, State and Local Organizations
  4. TM #4 — National Future Homemakers of America Regions
  5. TM #5 — Future Homemakers of America (FHA/HERO) Emblem
- E. Information sheet
- F. Assignment sheets
  1. Assignment Sheet #1 — Trace the Local, State, and National Growth of FHA/HERO
  2. Assignment Sheet #2 — Recite the Future Homemakers of America (FHA/HERO) Creed
- G. Answers to assignment sheets
- H. Test
- I. Answers to test

II. Instructor's guide

- A. Review unit and plan presentation.
- B. Obtain materials to supplement unit.
  1. *Handbook for Youth Centered Leadership.* Reston, Virginia: Future Homemakers of America, 1982.
- C. Introduce unit.
  - Explain to your students that Future Homemakers of America (FHA/HERO) is one of the seven vocational student organizations available to junior high/high school students.

SUGGESTED ACTIVITIES

- Use Supplement #1 and Transparencies #1 and #2 to help discuss the other student organizations.

D. Provide students with objective sheet, and discuss unit and specific objectives.

E. Provide students with information sheets.

F. Discuss information sheets.

1. Use Information Sheet, Section I, to stress that the parent organization is Future Homemakers of America.

2. Information Sheet, Section II, explains the difference between FHA and HERO.

3. Use Information Sheet, Sections III and IV, to discuss the essentials of a good organization and guidelines for conducting good meetings.

   - Explain that Future Homemakers of America is a good organization because it meets the essentials and has stood the test of time. The organization was established in 1945.

   - Explain to the students that you will show how well the FHA/HERO meetings are conducted in the next unit.

4. Section V shows the Future Homemakers of America (FHA/HERO) organizational structure. Use Transparency #3 to assist the discussion.

   (NOTE: Since the state associations and local chapters differ from state to state, be sure to explain how your particular state is operated.)

5. Information Sheet, Section VI, discusses the different types of FHA/HERO membership.

   - Explain the requirements for each membership by consulting the Bylaws (national and local).

6. Use Information Sheet, Sections VII and VIII, to explain the basis for FHA/HERO pride—the FHA/HERO goal and purposes.

   - Have students memorize the goal and recite it in front of the class.

   - Have students write the purposes on the board and explain each purpose as they write it on the board.

7. Use Information Sheet, Section IX and Transparency #4, to discuss the four regions of Future Homemakers of America.

   - Tell the students what region your state is in.

SUGGESTED ACTIVITIES

8. Use Information Sheet, Section X and Transparency #5, to discuss the official Future Homemakers of America emblem and the meaning.

   - Show Transparency #5 as you begin talking about the emblem and use it to point out various parts of the emblem.

9. Information Sheet, Sections XI through XIII and Assignment Sheet #1, discuss the organization's history and address information. Section XIII lists the Future Homemakers of America flower. Supplement these sections with the *Handbook for Youth Centered Leadership*.

   - Tell the students the year your state organization was chartered by the national organization.
   - Tell the students the year your local chapter was chartered.
   - Give the students your state's FHA/HERO headquarter's address.
   - Bring a red rose to class and explain why FHA/HERO chose the red rose as the official flower.
   - Have students complete Assignment Sheet #1.

10. Use Information Sheet, Section XIV, to discuss the steps for state affiliation.

    - Tell the students the membership dues for national, state, and local.
    - Show the students a sample of a state association affiliation form.
    - Explain the membership benefits by showing the students a sample membership card and an issue of *Teen Times*.

11. Use Information Sheet, Section XV, to discuss the Future Homemakers of America (FHA/HERO) advisers.

    - Have your state supervisor visit with your class, if possible.
    - Give the students the names of the advisors.

12. Pass around samples of the Future Homemakers of America (FHA/HERO) publications to the students to supplement Information Sheet, Section XVI.

    - Give students enough time to look through each sample while you cite random topics covered in the publications.

13. Use Information Sheet, Section XVII, to elaborate on the benefits of being a Future Homemakers of America (FHA/HERO) member.

    - Invite a current member and a former member to talk to the students about their personal gains through FHA/HERO membership.

SUGGESTED ACTIVITIES

14. Use Information Sheet, Sections XVIII through XXI, to discuss the colors, sponsors, motto and creed of Future Homemakers of America (FHA/HERO).

- Have the local Future Homemakers of America officers visit the students while wearing the official dress.
- Wear your official dress to class one day.
- Point out the various areas that the emblem and pins belong.
- Explain the meaning of the motto.
- Ask your students to give their personal feelings about the motto's significance.
- Discuss the meaning of the creed.
- Have the students complete Assignment Sheet #2.

G. Give test.

H. Critique test and discuss with students.

III. Unit references

A. *Handbook for Youth Centered Leadership.* Reston, Virginia: Future Homemakers of America, 1982.

B. *Bylaws.* Reston, Virginia: Future Homemakers of America, 1986.

INTRODUCTION TO FUTURE HOMEMAKERS OF AMERICA
UNIT I

SUPPLEMENT #1 — VOCATIONAL STUDENT ORGANIZATIONS

A. AIASA (American Industrial Arts Student Association)

(NOTE: This is an organization for students who are enrolled or who have graduated from Technology Education programs.)

B. FBLA-PBL (Future Business Leaders of America-Phi Beta Lambda)

(NOTE: This is an organization primarily for students who are enrolled or who have been enrolled in Business and Office Education programs.)

C. DECA (Distributive Education Clubs of America)

(NOTE: This is an organization for students who are enrolled or who have graduated from Marketing or Management Education programs.)

D. FFA (Future Farmers of America)

(NOTE: This is an organization for students who are enrolled in Vocational Agriculture programs.)

E. HOSA (Health Occupations Students of America)

(NOTE: This is an organization for students enrolled in Health Occupations programs.)

F. VICA (Vocational Industrial Clubs of America)

(NOTE: This is an organization for students enrolled in Trade and Industrial programs.)

Vocational Student Organization Emblems

FBLA

FFA

HOSA

VICA

Vocational Student Organization Emblems

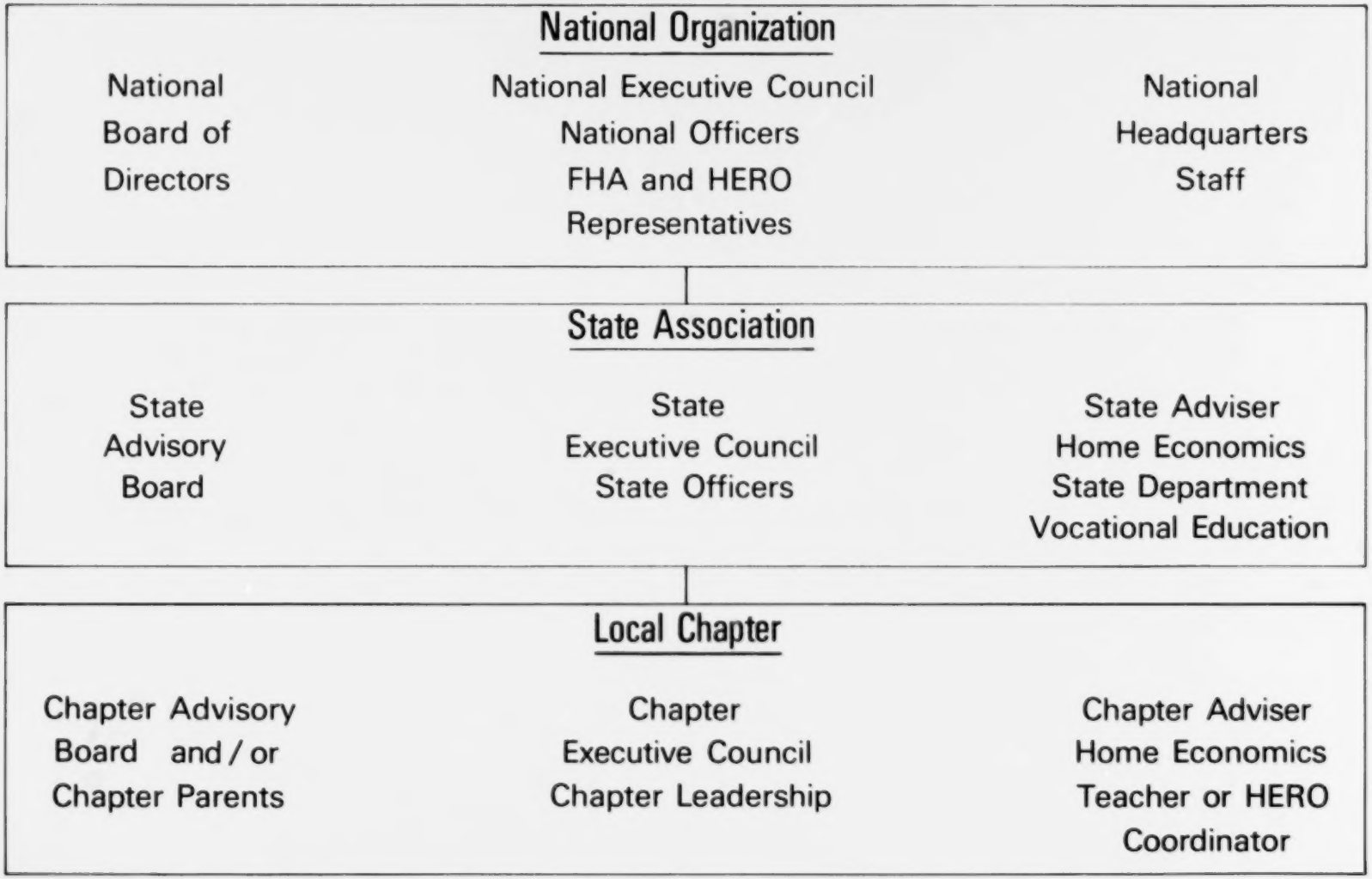
(Continued)

AIASA

DECA

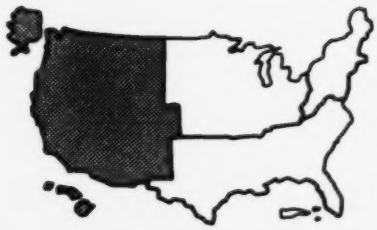
FHA/HERO

Structure of National, State and Local Organizations



TM #3

FHA/HERO-13



Pacific Region

Alaska
Arizona
California
Colorado
Hawaii
Idaho
Montana
Nevada
New Mexico
Oregon
Utah
Washington
Wyoming

Central Region

Illinois
Indiana
Iowa
Kansas
Kentucky
Michigan
Minnesota
Missouri
Nebraska
North Dakota
Ohio
South Dakota
Wisconsin

North Atlantic Region

Connecticut
Delaware
District of Columbia
Maine
Maryland
Massachusetts
New Hampshire
New Jersey
New York
Pennsylvania
Rhode Island
Vermont
West Virginia

Southern Region

Alabama
Arkansas
Florida
Georgia
Louisiana
Mississippi
Oklahoma
North Carolina
Puerto Rico
South Carolina
Tennessee
Texas
Virginia
Virgin Islands

Used with permission of Future Homemakers of America, Inc.

INTRODUCTION TO FUTURE HOMEMAKERS OF AMERICA
UNIT I

INFORMATION SHEET

I. *Future Homemakers of America* — Parent organization for two types of chapters in which vocational education students enrolled in home economics and related occupations, can be members

(NOTE: Future Homemakers of America is commonly abbreviated and called FHA. Be sure to avoid placing periods between each letter in the abbreviation.)

II. Types of FHA chapters

A. Future Homemakers of America (FHA) — Places major emphasis on consumer education, homemaking and family life education combined with exploration of jobs and careers

B. Home Economics Related Occupations (HERO) — Designed for students who are training for specific careers in home economics-related subjects

III. Essentials of a good organization

A. Capable officers and leaders

B. Responsibility for organizational activities shared by all members

C. Challenging program of activities

D. Proper recordkeeping

E. Well-planned, regularly held meetings

F. Support from school officials and community leaders

G. Active member participation in chapter activities

IV. Guidelines for conducting good meetings

A. Have the executive council plan and practice before the meeting

(NOTE: It is suggested that an agenda be prepared ahead of time.)

B. Have the secretary, treasurer, and each committee prepare written and oral reports

C. Arrange the seating plan so that everyone can see the program

D. Give the guest speaker some indication of the topic desired and length of the speech

INFORMATION SHEET

E. Have an official greeter to make everyone feel welcome and to prevent interruptions of serious portions of the meeting

EXAMPLE: The greeter may ask members who enter late to wait until after the devotional and flag salute to be seated.

F. Proceed according to the order of business

G. Proceed with minimum participation by the adviser(s)

H. Begin and end on time

I. Involve all members in at least one committee

J. Conduct business according to parliamentary procedure

K. Move the meeting along with "snap" to prevent boredom and wasted time

L. Have all members express appreciation to guests for their attendance

M. Organize plan for clean-up duties

V. Future Homemakers of America organizational structure

A. National

B. State

C. Local

(NOTE: Chapter experiences that help members work toward self-understanding and the understanding of others that contributes to individual growth.)

VI. Types of Future Homemakers of America (FHA/HERO) membership

A. Active

B. Alumni

C. Associate

D. National Honorary

VII. Future Homemakers of America (FHA/HERO) goal — To help youth assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation and community involvement

INFORMATION SHEET

VIII. Future Homemakers of America (FHA/HERO) purposes

A. To provide opportunities for self-development and preparation for family and community living and for employment

B. To strengthen the function of the family as a basic unit of society

C. To encourage democracy through cooperative action in the home and community

D. To encourage individual and group involvement in helping achieve worldwide brotherhood

E. To institute programs promoting greater understanding between youth and adults

F. To provide opportunities for decision making and for assuming responsibility

G. To become aware of the multiple roles of men and women in today's society

H. To develop interest in home economics, home economics careers and related occupations

IX. National regions of Future Homemakers of America

A. Central

B. North Atlantic

C. Pacific

D. Southern

X. Future Homemakers of America symbolism

A. Eight-sided emblem — Symbolizes the purpose of the organization

INFORMATION SHEET

B. Rays with the letters FHA/HERO — Symbolizes future homemakers in homemaking, consumer or family life education, and home economics related occupations

Used with permission of Future Homemakers of America, Inc.

XI. Birthdates important to Future Homemakers of America history

A. National Organization — June 11, 1945

B. State organization — _____

C. Local organization — _____

XII. Headquarters' locations

A. National — National Headquarters and Leadership Center, 1910 Association Drive, Reston, VA 22091

B. State — _____

_____

XIII. Future Homemakers of America flower — Red rose

XIV. Steps for state affiliation

(NOTE: The steps for state affiliation is handled in two ways direct and indirect. Your instructor will tell you which way your state handles affiliation.)

A. Direct

1. Local members pay dues

EXAMPLE: $_____ National Office

$_____ State organization

$_____ Local chapter

INFORMATION SHEET

2. State association form is compiled by local chapter secretary, signed by adviser and chapter president, and mailed to national office with state and national dues

3. Membership list with state dues returned to the state by the national office

B. Indirect

1. Local members pay dues

EXAMPLE: $_____ National Office

$_____ State organization

$_____ Local chapter

2. State association form is compiled by local chapter secretary, signed by adviser and chapter president, and mailed to state office with state and national dues

3. Membership list is mailed to national headquarters by state adviser

4. Membership benefits begin

EXAMPLES: Receive membership card, chapter receives one copy of *Teen Times* for each member, four times a year, and members can purchase official emblematic materials

XV. Future Homemakers of America advisers

A. National Director — _____

B. State Adviser — _____

C. Local adviser — _____

D. District supervisor — _____

E. FHA/HERO subdistrict counselor — _____

XVI. Publications

(NOTE: May be purchased through Future Homemakers of America, Inc., National Headquarters and Leadership Center, 1910 Association Drive, Reston, VA 22091.)

A. *Handbook for Youth Centered Leadership* — The one resource every chapter needs! Specially designed to help chapter members with; chapter management, project planning, and leadership development

INFORMATION SHEET

B. *Fundraising*, 129 ways to Raise Money — Your guide to make raising money for your chapter easier and more successful.

C. *Power of One* — A way for students to work on individual projects; in the area of personal growth, family relations and speaking out for the organization

D. *Teen Times* — Official national magazine for FHA/HERO members; features "how to" articles to help chapters plan projects, a career section, and leadership techniques; published four times per year

(NOTE: Chapters receive one copy of the magazine for every affiliated member.)

XVII. Benefits of being a Future Homemakers of America (FHA/HERO) member

A. Helps to develop leadership qualities

B. Helps individual learn to cooperate

C. Helps individual learn to take responsibility

D. Encourages participation in service projects

E. Provides opportunities for making new friends

F. Opens doors to new experiences

G. Helps to develop personal goals and values

H. Increases knowledge about home economics and its related occupations

XVIII. Official Future Homemakers of America (FHA/HERO) colors

A. Red — Suggests strength

B. White — Symbolizes sincerity

XIX. National sponsors

A. Department of Education

B. American Home Economics Association

XX. Future Homemakers of America (FHA/HERO) motto — "Toward New Horizons"

INFORMATION SHEET

XXI. Future Homemakers of America (FHA/HERO) creed

We are the Future Homemakers of America.
We are members of FHA and HERO chapters.
We face the future with warm courage and
high hope.

For we have the clear consciousness of
seeking old and precious values.
For we are the builders of homes,
Homes for America's future,
Homes where living will be the expression
of everything that is good and fair,
Homes where truth and love and security
and faith will be realities, not dreams.

We are the Future Homemakers of America.
We are members of FHA and HERO chapters.
We face the future with warm courage and
high hope.

Used with permission of Future Homemakers of America, Inc.

INTRODUCTION TO FUTURE HOMEMAKERS OF AMERICA
UNIT I

ASSIGNMENT SHEET #1 — TRACE THE LOCAL, STATE, AND NATIONAL GROWTH OF FHA/HERO

NAME _____ SCORE _____

Using information from your teacher and the information sheet, trace the local, state, and national growth of Future Homemakers of America (FHA/HERO).

Future Homemakers of America was founded _____ as a youth organization for home economics students. Membership in FHA/HERO is open to any student who has taken or is taking a course in home economics or related occupations. As an integral part of the home economics program, FHA/HERO operates on the local, state, and national levels.

Since its birth, the national membership figures have grown to over _____ members in approximately _____ chapters in all fifty states, the District of Columbia, Puerto Rico, the Virgin Islands, and American schools overseas. The national meeting is scheduled to be held _____ in _____.

In your state the state headquarters is located in _____ which also houses the state adviser, _____. The state FHA/HERO meeting is held annually in _____ and is scheduled for _____. There are approximately _____ members in the state with _____ members in our subdistrict.

Our local chapter was founded _____. Since that time it has grown from _____ in 19___ to a current membership of _____. We hope to increase our local membership to _____ by 19___.

INTRODUCTION TO FUTURE HOMEMAKERS OF AMERICA
UNIT I

ASSIGNMENT SHEET #2 — RECITE THE FUTURE HOMEMAKERS OF AMERICA (FHA/HERO) CREED

Read each paragraph carefully and memorize it. Then move to the next paragraph until each one is memorized. Practice saying the creed with a classmate and be able to recite it to the satisfaction of your teacher.

We are the Future Homemakers of America.
We are members of FHA and HERO chapters.
We face the future with warm courage and
high hope.

For we have the clear consciousness of
seeking old and precious values.
For we are the builders of homes,
Homes for America's future,
Homes where living will be the expression
of everything that is good and fair,
Homes where truth and love and security
and faith will be realities, not dreams.

We are the Future Homemakers of America.
We are members of FHA and HERO chapters.
We face the future with warm courage and
high hope.

Used with permission of Future Homemakers of America, Inc.

INTRODUCTION TO FUTURE HOMEMAKERS OF AMERICA
UNIT I

TEST

NAME _____ SCORE _____

1. Define *Future Homemakers of America.*

_____

_____

_____

2. Explain briefly the two types of chapters in the Future Homemakers of America organization.

a. _____

b. _____

3. Select from the list below essentials of a good organization. Place an "X" before the correct answers.

_____a. Capable officers and leaders

_____b. Responsibility for organizational activities shared by all members

_____c. Challenging program of activities

_____d. Proper recordkeeping

_____e. Well-planned, regularly held meetings

_____f. Support from school officials and community leaders

_____g. Active member participation in chapter activities

4. Select from a list below guidelines for conducting a good meeting. Place an "X" before the correct answers.

_____a. Have the executive committee plan and practice before the meeting

_____b. Make sure the meeting is no longer than twenty minutes

_____c. Keep the guest speaker waiting until the last three minutes of the meeting

_____d. Have an official greeter to make everyone feel welcome and to prevent interruptions of serious portions of the meeting

TEST

_____e. Have the secretary, treasurer and each committee prepare written and oral reports

_____f. Give the guest speaker some indication of the topic desired and length of the speech

_____g. Arrange the seating plan so that everyone can see the program

_____h. Arrange the seating plan so that everyone is unable to look directly at the president or speaker

5. List the three levels in the Future Homemakers of America (FHA/HERO) organizational structure.

a. _____

b. _____

c. _____

6. List the types of Future Homemakers of America (FHA/HERO) membership.

a. _____

b. _____

c. _____

7. State the Future Homemakers of America (FHA/HERO) goal.

_____

_____

_____

8. Select from the list below the Future Homemakers of America (FHA/HERO) purposes. Place an "X" before the correct answers.

_____a. To provide opportunities for self-development and preparation for family and community living and for employment

_____b. To strengthen the function of the family as a basic unit of society

_____c. To encourage democracy through cooperative action in the home and community

_____d. To encourage individual and group involvement in helping achieve worldwide brotherhood

TEST

_____e. To institute programs promoting greater understanding between youth and adults

_____f. To provide opportunities for decision making and for assuming responsibility

_____g. To become aware of the multiple roles of men and women in today's society

_____h. To develop interest in home economics, home economics careers and related occupations

9. List the four national regions of Future Homemakers of America.

a. _____

b. _____

c. _____

d. _____

10. Explain briefly the symbolism of the Future Homemakers of America emblem.

a. _____

_____

b. _____

_____

_____

11. List the important birthdates for Future Homemakers of America history.

a. National organization — _____

b. State organization — _____

c. Local chapter — _____

12. Write the addresses of the national and your state Future Homemakers of America (FHA/HERO) headquarters.

a. National — _____

_____

b. State — _____

_____

TEST

13. Name the Future Homemakers of America flower.

_____

14. Name the two ways used for state affiliation.

a. _____

b. _____

15. Name the Future Homemakers of America (FHA/HERO) advisers.

a. National Director — _____

b. State Adviser — _____

c. Local adviser — _____

d. District supervisor — _____

e. FHA/HERO subdistrict counselor — _____

16. Select from the list below Future Homemakers of America (FHA/HERO) publications. Place an "X" before the correct answers.

_____a. *FHA/HERO Journal*

_____b. *Teen Times*

_____c. *Fundraising, 129 Ways to Raise Money*

_____d. *Cooking with FHA/HERO*

_____e. *Power of One*

_____f. *Handbook for Youth Centered Leadership*

17. Select from the list below benefits of being a Future Homemakers of America (FHA/HERO) member. Place an "X" before the correct answers.

_____a. Helps to develop leadership qualities

_____b. Helps individual learn to cooperate

_____c. Helps individual learn to take responsibility

_____d. Encourages participation in service projects

_____e. Provides opportunities for making new friends

TEST

_____f. Opens doors to new experiences

_____g. Helps to develop personal goals and values

_____h. Increases knowledge about home economics and related occupations

18. List the Future Homemakers of America (FHA/HERO) colors.

a. _____

b. _____

19. Name the official Future Homemakers of America sponsors.

a. _____

b. _____

c. _____

20. Select from the list below the Future Homemakers of America (FHA/HERO) motto. Place an "X" before the correct answer.

_____a. "Toward New Ways"

_____b. "Exploring New Horizons"

_____c. "Building a Brighter Future"

_____d. "Toward New Horizons"

INTRODUCTION TO FUTURE HOMEMAKERS OF AMERICA
UNIT I

ANSWERS TO TEST

1. Parent organization for two types of chapters in which vocational education students enrolled in home economics and related occupations, can be members.

2. a. Future Homemakers of America (FHA)
   b. Home Economics Related Occupations (HERO)

3. a, b, c, d, e, f, g

4. a, d, e, f, g

5. a. National
   b. State
   c. Local

6. a. Active
   b. Alumni
   c. Associate
   d. National Honorary

7. To help youth assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation and community involvement.

8. a, b, c, d, e, f, g, h

9. a. Central
   b. North Atlantic
   c. Pacific
   d. Southern

10. a. Eight-sided emblem — Symbolizes the purpose of the organization
    b. Rays with the letters FHA/HERO — Symbolizes future homemakers in housemaking, consumer of family life education, and home economics-related occupations

11. a. National organization — June 11, 1945
    b. State organization — To be evaluated to the instructor's satisfaction
    c. Local chapter — To be evaluated to the instructor's satisfaction

ANSWERS TO TEST

12. a. National — National Headquarters and Leadership Center, 1910 Association Drive, Reston, VA 22091
    b. State — To be evaluated to the instructor's satisfaction

13. Red rose

14. a. Direct
    b. Indirect

15. a. National Director — To be evaluated to the instructor's satisfaction
    b. State Adviser — To be evaluated to the instructor's satisfaction
    c. Local adviser — To be evaluated to the instructor's satisfaction
    d. District supervisor — To be evaluated to the instructor's satisfaction
    e. FHA/HERO subdistrict counselor — To be evaluated to the instructor's satisfaction

16. b, c, e, f

17. a, b, c, d, e, f, g, h

18. a. Red
    b. White

19. a. Department of Education
    b. American Home Economics Association

20. d

FHA/HERO ACTIVITIES
UNIT II

UNIT OBJECTIVE

After completing this unit, the student should be able to participate in FHAceremonies, evaluate self as a FHA/HERO member, use planning process to develop class or chapter projects and plan individual involvement in FHA/HERO program. The student should show this knowledge by completing assignment sheets and unit test with a minimum score of eighty-five percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with FHA/HERO activities to their correct definitions.
2. List the characteristics of a good chairman.
3. Match the FHA/HERO officers to their correct duties.
4. List the steps of the election process.
5. Match the FHA/HERO committees to their correct functions.
6. Select from a list the primary purposes of committees.
7. List and explain briefly the common types of committees and their length of service.
8. Arrange in order steps in setting up committees.
9. List the types of state officers.
10. Arrange in order steps for becoming a state officer.
11. List the types of national officers.
12. Arrange in order the steps in the selection of a national officer candidate.
13. Explain briefly the criteria for selection of FHA/HERO voting delegates.
14. List the national Future Homemakers of America (FHA/HERO) contest events.
15. Name the Future Homemakers of America(FHA/HERO)conferences.
16. List the purposes of FHA/HERO chapter activity areas for a program of work.
17. Select from a list consideration for selection meaningful activities for a program of work.

OBJECTIVE SHEET

18. Participate in FHA/HERO opening and closing ceremonies.
19. Participate in a FHA/HERO emblem ceremony.
20. Participate in an installation ceremony.
21. Use planning process in the *Handbook for Youth Centered Leadership* to determine class or chapter project, program, and/or activity.
22. Increase self-awareness.
23. Evaluate self as an FHA/HERO member.
24. Plan individual involvement in FHA/HERO program, project or activity.

FHA/HERO ACTIVITIES
UNIT II

SUGGESTED ACTIVITIES

I. Unit contents

A. Objective sheet

B. Suggested activities

C. Supplement #1 — Preparing News Releases

D. Information sheet

E. Assignment sheet

1. Assignment Sheet #1 — Participate in Future Homemakers of America FHA/HERO Opening and Closing Ceremonies

2. Assignment Sheet #2 — Participate in a Future Homemakers of America FHA/HERO Emblem Ceremony

3. Assignment Sheet #3 — Participate in an Installation Ceremony

4. Assignment Sheet #4 — Use Planning Process in the *Handbook for Youth Centered Leadership* to Determine Class or Chapter Project, Program and/or Activity

5. Assignment Sheet #5 — Increase Self-Awareness

6. Assignment Sheet #6 — Evaluate Self as a FHA/HERO Member

7. Assignment Sheet #7 — Plan Individual Involvement in FHA/HERO Program, Project or Activity

F. Answers to assignment sheets

G. Test

H. Answers to test

II. Instructor's guide

A. Obtain and prepare material needed to supplement unit.

(NOTE: This unit is intended to be supplemented with the *Handbook for Youth Centered Leadership.*)

B. Provide students with copies of unit.

C. Discuss unit and specific objectives.

SUGGESTED ACTIVITIES

- Explain that setting up a chapter, electing officers, and establishing committees provide the foundation of the FHA/HERO program of work. Invite a former officer or member to explain how the program of work provides some of the best opportunities for learning by doing and helps pull students together. Have the speaker also explain how a program of work creates a positive learning atmosphere in the classroom, an atmosphere in which students learn how to accept responsibility, work as a team, manage a budget, and handle success.

- Point out that before calendar planning starts, FHA/HERO members must elect officers so that the president may appoint committees and determine the goals and interests of individuals and of the chapter itself.

D. Discuss information and assignment sheets.

1. Explain that terms appearing in Section I of the Information Sheet are essential to the basic understanding of the unit.

   - Use the sample business meeting agenda on page 53 of the *Handbook for Youth Centered Leadership* as an example of an agenda.

   - Have the current local chapter president and/or secretary visit with your class about the importance of a well-planned meeting.

2. Use Information Sheet, Section II, to explain the characteristics of a good chairman. Stress to the students to read the note and suggest that they use the appropriate term in the local chapter meetings.

3. Information Sheet, Section III and Assignment Sheets #1 through #3, will help explain the FHA/HERO chapter officers that are common on the local level.

   - Invite your local officers to visit the class and explain what their duties are and why they decided to run for their office.

   - Use Assignment Sheets #1 through #3 to supplement this section.

   - Assign a part to each student and rotate the parts after each assignment sheet.

4. Use Information Sheet, Section IV, to introduce the students to the election process.

5. Use Information Sheet, Sections V through VIII, to explain the common FHA/HERO committees, purposes of committees, types of committees, and how committees are set up.

   - Have members of the local chapter's committees visit with the class and explain their committee's purpose and responsibilities to the chapter.

SUGGESTED ACTIVITIES

- Form a classroom FHA/HERO chapter by holding elections, setting up committees and holding meetings semimonthly or monthly.

6. Information Sheet, Sections IX and X, discuss the types of state officers and the steps to become a state officer. Use these sections as a basis for discussing your state's situation.

   - Give the students a list of your current state officers (officer's names may also be added).

   - Adjust the steps for becoming a state officer to fit your state's requirements by adding or marking through steps.

7. Supplement Information Sheet, Sections XI and XII, with an updated *Future Homemakers of America, Inc. Bylaws* to discuss the types of national officers, steps in the selection of a national officer candidate and the criteria for selecting FHA/HERO voting delegates.

8. Use Information Sheet, Section XIV, to discuss the national FHA/HERO contest events available to members.

   - You may wish to read the description of each event to the students and explain the requirements for each event.

   - Suggest that each student participate in the New Member Facts Event or hold a classroom contest for the event.

9. Information Sheet, Section XV, lists two FHA/HERO conferences that are common throughout the United States. If your state has more than one conference such as a district, parish or region conference, have the students list those conferences on the lines provided.

10. Information Sheet, Sections XVI and XVII, discuss the FHA/HERO program of work. Use Assignment Sheets #4 and #5 to supplement these sections.

11. Have the students complete Assignment Sheets #6 and #7 so that they can analyze themselves as FHA/HERO members. Do not grade the assignment sheets on content, but do make sure the students complete the assignment with honesty. Counsel each student regarding assignment sheets #6 and #7 to ensure their importance to the chapter as a member.

E. Give test

F. Evaluate test and discuss with class

SUGGESTED ACTIVITIES

III. Unit references

A. *Handbook for Youth Centered Leadership*. Reston, Virginia: Future Homemakers of America, Inc., 1982.

B. *Bylaws*. Reston, Virginia: Future Homemakers of America, Inc., 1986.

C. Patton, Bob, et al. *VICA: Learn, Grow, Become*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1984.

FHA/HERO ACTIVITIES
UNIT II

SUPPLEMENT #1 — PREPARING NEWS RELEASES

The following information was provided by Karen Keith, News Anchor, KJRH—2, Tulsa, Oklahoma.

PRESS RELEASE

USE LETTERHEAD STATIONERY

EVENT

DATE

LOCATION

- Special hook to entice the reporter or assignment editor

  In the development of Watonga's new city park, members of the area Industrial Arts Students Association drew up plan for a kid's space center—the city has accepted those plans and Technology Education students will be hoping to execute the plans Saturday, July 12, from 9AM — 3PM.

- If you have any questions or want additional information, contact: Superintendent John Green at 555-9999.

- If the location is unusual, give directions and parking instructions. (The park is at Pine and 31st)

- Staple any additional information of interest like newspaper *clippings* to the *back*.

- Send out the press release and *follow* with a *phone call* seeking a time commitment.

SUPPLEMENT #1

WRITE A LETTER OF CONFIRMATION

"EVENTS TITLE AND DATE"

NAME OR NAMES OF PEOPLE WHO WILL APPEAR ON THE SHOW (specify date)

BE SURE SPELLING IS CORRECT AND THEIR PROFESSIONAL TITLE IS SPELLED OUT

SPECIAL INFORMATION ON THE EVENT . . .For example: F.H.A. members are holding a workshop Saturday afternoon for teens in the government housing projects. They will be teaching them recipes and practicing aerobic dance routines as well as showing the teens how to set a schedule for propositions

SPECIFY . . . . .SPECIAL NUMBERS TO APPEAR ON THE SCREEN.

Please super the tickets number on the screen

TICKETS: 555-6000

If you have any questions . . .

Call Teacher Jones at 555-3333

* Letterhead stationery makes it easy to find address and phone numbers.

SUPPLEMENT #1

*Send your ideas to the addresses listed below.

*Make sure the information is easy to read and appealing.

*Use the phone numbers sparingly.

TODAY SHOW
Room 304
NBC
30 Rockfeller Plaza
New York, NY 10020

(212) 664-5488

*Willard Scott is good about mentioning special events. Send a T-shirt or hat relating to the event along with the press release.

GOOD MORNING AMERICA
Steve Lewis
1965 Broadway, 5th Floor
New York, NY 10023

(212) 496-4816

CBS MORNING NEWS
Bob Epstein
542 W. 57th Street
New York, NY 10019

SUPPLEMENT #1

"In The Studio"

1. Forget about the cameras. Focus your eye contact on the show host or reporter. Never follow the red lights on the camera. Don't be startled when you come up on TV monitors.

2. Avoid rocking in your chair. Sit towards the front of your seat in as comfortable a position as possible. Lean forward . . .be enthusiastic.

3. Watch your body language . . .don't twirl the mic cord or your necktie or necklace.

4. Be aware of signals from the studio crew/floor director that indicates your time is up. If you get a wrap, finish what you're saying and let the reporter or anchor take over.

5. Answer questions as openly and to the point as possible. Use positive and upbeat statements avoiding technical jargon that no one except your co-workers can understand.

6. If you are not at liberty to comment, simply explain yourself . . .end positive . . ."Just as soon as we can, we'll have an explanation for you." Avoid a flat "No comment."

7. Smile (if it's appropriate).

ON CAMERA INTERVIEWS
"Getting Ready"

1. Prepare yourself. Watch the show before you appear.

2. Dress as you would normally dress . . .however, avoid wearing all white or stripes; shiny jewelry may also cause a problem for the cameras. If you're comfortable without them, take off your glasses. They may cause glare.

3. Wear darker make-up. Use powder right before you go on to get rid of oily shine.

4. Prepare some interesting questions and answers . . .unusual things that the audience might remember.

FHA/HERO ACTIVITIES
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Agenda — An organized listing of business for a meeting

B. Executive council — Standing committee that acts to expedite planning; usually made up of all officers

C. Parliamentary procedure — Set of rules for conducting a meeting in an organized and efficient manner

D. Extemporaneous speech — Talk delivered on an assigned topic with a minimum of advanced preparation

E. Ex-officio — Means "from the office" or "by virtue of the office"

EXAMPLE: President holds membership in every committee ex-officio (by virtue of the office)

F. Ad hoc — Means "for a specific purpose" or "for a special case only"

G. Bylaws — Document that includes rules that help to keep the local chapter running smoothly

II. Characteristics of a good chairman

(NOTE: There is some use currently of the terms *chairperson* and *chairwoman* to recognize that many women hold positions of leadership. However, according to the National Association of Parliamentarians, the terms *chairman* and *madame chairman* will continue to be used to designate the person who is the chair. The term *madame chairman* is appropriate when a female is in the leadership position.)

A. Willingness to work

B. Self-confidence

C. Ability to use parliamentary procedure effectively

D. Ability to make fair and impartial judgments

E. Neat appearance

III. FHA/HERO officers and their duties (Assignment Sheet #1)

(NOTE: These offices seem to be basic and common in most FHA/HERO chapters; offices may be added, deleted, or modified in order to best serve the needs of the local chapter.)

A. President — Presides at chapter and executive council meetings using a carefully prepared agenda and parliamentary procedures; serves as ex-officio member of all committees; appoints special committees as needs arise; provides leadership that will expedite chapter, state, and national projects

INFORMATION SHEET

B. Vice-president — Assists president in all duties; succeeds and assumes duties and responsibilities in absence of president; serves as chairperson of the program/project committee

C. Secretary — Keeps accurate account of all chapter and executive council meetings; records attendance; takes care of all official correspondence for chapter; reads important communications at chapter meetings; serves as chairman of the membership and correspondence committees.

D. Treasurer — Keeps accurate record of all chapter income and gives reports; keeps an accurate record and receipts of all money paid out; reports financial status of the organization; serves as chairman of the finance (ways and means) committee

E. Parliamentarian — Rules on points in questions concerning parliamentary procedure; assists in conducting meetings in a business-like way; serves as chairman of constitution (bylaws) committee

F. Historian — Keeps a record book, including pictures and other materials of historic importance to the organization; serves as chairman of the records and materials committee

G. Reporter — Writes news articles and supplies pictures for the school paper, local newspaper, TV and radio stations, and publications of the state and national organizations; makes sure that copies of the FHA/HERO *Newsletter* and *Teen Times* are available for members to read and suggests ways to use them effectively; serves as chairman of the public relations committee

H. Music and recreation leader — Provides recreation for all chapter meetings; has songs and relaxers ready before each meeting; serves as chairman of music and recreation and/or social committee(s).

I. Chaplain — Provides devotionals for all meetings; assists music and recreation leader

IV. Steps of the election process

A. Appoint election committee

(NOTE: The duties of the election committee are to set guidelines for chapter elections. Guidelines should include offices to be filled, nomination procedures, campaign guidelines, election rules, and follow-up.)

B. Nominate officers

C. Campaign

D. Hold election

E. Install new officers

V. FHA/HERO committees and their funtions

(NOTE: These are basic standing committees. Ad hoc committees may be appointed to meet special needs.)

INFORMATION SHEET

A. Program/project committee — Prepares calendar of events, yearbook, and other devices to inform members of the chapter's plans for the year

B. Finance (ways and means) committee — Proposes money-making ideas to cover project, activity, and affiliation costs; prepares a budget for the chapter

C. Membership committee — Develops plan to increase and maintain local chapter membership

D. Constitution (bylaws) committee — Reviews constitution and/or bylaws annually to determine alliance with state or national bylaws and if there are any additions or changes necessary

E. Records and materials committee — Keeps materials and references of the chapter up to date, properly organized, and in good condition so members can easily use them; helps secretary, when requested, with chapter files; assists historian in keeping historical records of the chapter

F. Music committee — Provides or plans for instrumental and vocal music for chapter meetings and special events; makes plans for group singing

G. Correspondence committee — Writes invitations and thank-yous to program participants and guests; helps secretary when necessary on chapter business correspondence

H. Public relations committee — Interprets FHA/HERO and the home economics program to others in the school and community

I. Hospitality committee — Makes arrangements for meetings and greets guests and members; plans entertainment part of chapter meetings and special events when called upon by program committee

J. Nominating/elections committee — Selects slate of officer candidates; organizes voting procedures and materials

VI. Primary purposes of committees

A. To allow more students to become actively involved in chapter activities

B. To equally distribute workload

C. To provide chapter with information, or to make recommendations to chapter members

VII. Common types of committees and their lengths of service

A. Standing — Appointed for entire year

EXAMPLE: Membership, program, finance, social, service, safety

B. Special — Appointed as needed for specific activities

EXAMPLE: Banquet, special events, scrapbook

INFORMATION SHEET

VIII. Steps in setting up committees

A. Executive council (chapter officers) decides which committees are needed

B. Chapter president appoints chairperson

(NOTE: In many chapters, elected officers will serve as committee chairman.)

C. Officers make staffing assignments

(NOTE: Every chapter member should serve on at least one committee.)

IX. Types of state officers

A. President

B. Secretary

C. _____

D. _____

E. _____

F. _____

G. _____

H. _____

I. _____

J. _____

X. Steps for becoming a state officer (Assignment Sheet #4)

(NOTE: Chapters having a state officer are not eligible to apply for another state officer during that year.)

A. Individual qualifies as an active member of local chapter

B. Application is completed and mailed to state officer for committee review

C. Completed applications are reviewed by nomination committee

(NOTE: Nomination committee is composed of state officers and adults.)

EXAMPLES: 90 applications received
22 candidates selected to appear on ballot
11 state officers to be elected

D. Applicants fulfilling all qualifications are interviewed

INFORMATION SHEET

E. Ballots are mailed to each chapter

(NOTE: The number of chapter votes is determined by chapter membership. There is one vote per 25 local chapter members plus one "at-large" vote.)

EXAMPLES: Local chapter with 49 members has two votes
Local chapter with 50 members has three votes

F. Candidates are notified by mail of voting results

G. Newly-elected state officers are installed at state meeting.

XI. Types of national officers

A. President

B. Vice-President

C. Secretary

D. Treasurer

E. Representative to national board of directors

F. National officers (nine)

XII. Steps in the selection of a national officer candiate

A. Candidate completes application

B. Application is submitted to state FHA/HERO office

C. Applications are evaluated

D. Selected candidates are interviewed

E. Two candidates are selected

F. Candidates' name appears on ballot to each chapter

G. Candidates are notified by mail of voting results

H. Candidate is introduced at the state meeting

XIII. Criteria for selection of national FHA voting delegates

Each state organization is entitled to be represented at the national level but the number of voting delegates is determined by member count. The member count is based on the previous year's membership and according to the following scale:

1. One delegate for the first 1,000 members or less
2. One additional delegate for 2,000 additional members, or major fraction thereof (more than 1/2)
3. One additional delegate for each 3,000 additional members, or major fraction thereof (more than 1/3)

(NOTE: In no case would any state have more than 25 voting delegates.)

INFORMATION SHEET

XIV. National FHA competitive events

A. All-Star Chapter Event

B. All-Star Project Event

C. Family Communications Event

D. Food Service Event

E. Illustrated Talk Event

F. Job Interview Event

G. Kids, Incorporated Event

H. Little Friends Event

XV. FHA/HERO meetings

A. National leadership membership

B. Cluster meeting

C. State meeting

D. _____

E. _____

XVI. Purposes of FHA/HERO chapter activity areas for a program of work

(NOTE: Activities promote growth of individual members; improve school, home and community; and serve as showcase for the local chapter, state, and national organization.)

A. Scholastic

EXAMPLE: Trips to industrial firms, educational exhibits, attendance to a state or national conference

B. Professional Leadership

EXAMPLE: Regular chapter meetings, active member participation, chapter newsletter, assembly program, workshops and seminars

C. Civic and Community

EXAMPLES: Visit state government, guest speakers, safety campaigns, school improvement projects

D. Social

EXAMPLE: Orientation of new members, dance, talent night, skating party

INFORMATION SHEET

XVII. Consideration for selecting meaningful activities for a program of work.

A. Does activity contribute to program mission?

B. Does activity contribute to FHA/HERO purposes?

C. Does activity reflect the thinking of the entire group?

D. Does activity allow for planning and implementation to be performed by students?

E. Does activity allow for committee work to contribute to the overall acitivity program?

F. Does activity ensure that leadership development is a major part of all activities?

G. Does activity reflect long-range as well as immediate plans?

FHA/HERO ACTIVITIES
UNIT II

ASSIGNMENT SHEET #1 — PARTICIPATE IN OPENING AND CLOSING CEREMONIES

Every regular local chapter meeting plus each subdistrict, state, and national Future Homemakers of America meeting will begin and end with formal ceremonies. In order to be actively involved during these ceremonies, memorize the parts that pertain to you.

OFFICIAL OPENING CEREMONY

President gives rap with the gavel signaling the officers and members to stand and say:

PRESIDENT: "We are the Future Homemakers of America. Our goal is to help youth assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation and community involvement."

OFFICERS: "Our activities focus on individual growth, preparation for family life, development of occupational skills and careers and participation of youth in today's society."

MEMBERS: "As we work toward the accomplishment of our goals, we learn cooperation, take responsibility, develop leadership and give service."

PRESIDENT: (optional) "Let us repeat the eight purposes of our organization."

MEMBERS: (Repeat the eight purposes.)

PRESIDENT: "The _____ meeting of the _____ chapter (or subdistrict) of the Future Homemakers of America is now in session."

PRESIDENT: "You may be seated."

OFFICIAL CLOSING CEREMONY

PRESIDENT: (Gives a rap with the gavel as a signal to stand up and say. . .)

"Future Homemakers of America, we are challenged to accept the responsibility of making today's decisions that affect our lives and the world in which we live. Let us repeat our Creed."

Used with permission of Future Homemakers of America, Inc.

FHA/HERO ACTIVITIES
UNIT II

ASSIGNMENT SHEET #2 — PARTICIPATE IN FUTURE HOMEMAKERS OF AMERICA (FHA/HERO) EMBLEM CEREMONY

The emblem ceremony is a beautiful tribute that may be used for special occasions as desired in order to focus attention on the Future Homemakers of America (FHA/HERO) emblem. It is especially effective when the parts of the emblem are assembled by the speakers. Plan to be a part of this ceremony in order to rethink and become more aware of the symbolism of the Future Homemakers of America (FHA/HERO) emblem.

EMBLEM CEREMONY

First Speaker: The emblem of our organization is composed of several parts. Each helps to reflect the purposes of our organization. All Future Homemakers of America should learn the significance of our emblem. The meaning of the emblem is explained in this service.

Second Speaker: The name of our organization, Future Homemakers of America, appears around the top of the octagonal plane, forming the upper part of the border of the emblem. Every member contributes to the home in which they live, thus identifying themselves as homemakers. Although we are homemakers today, we still depend in great measure upon our parents and elders. Greater responsibility will be ours soon. Therefore, it is suitable that our organization be known as Future Homemakers of America. The name on the emblem reminds us of our privileges as Future Homemakers of America and of our responsibilities to our homes now and in the future.

Third Speaker: We have as our motto, "Toward New Horizons." It expresses FHA/HERO chapter members' overall goal: To help youth assume their roles in society through Home Economics education in areas of personal growth, family life, vocational preparation, and community involvement. This motto is a challenge. It reminds us that our contributions to home and community life today will influence the homes and communities of tomorrow. Like our name, this motto has a special place on the emblem. It completes the border.

Fourth Speaker: The rays represent two things. One of them is our outreach into the community and world, reminding us that the effects of the moral, spiritual, intellectual, cultural, and physical development of the individual and family are far reaching. Through the family, the strength of our nation is determined and this force is felt throughout the world. The rays also indicate that outside factors influence the stability of family life. Therefore, each family member must learn to think and act intelligently and to work together in order that these influences may be used constructively to build a better world at a home and abroad.

ASSIGNMENT SHEET #2

Fifth Speaker: The initials, FHA and HERO, in the center of the emblem represent the two types of chapters in our organization. FHA chapters place major emphasis on consumer education, homemaking, and family life education, combined with exploration of jobs and careers. HERO chapters place major emphasis on preparation for jobs and careers with recognition that workers also fill multiple roles as homemakers and community leaders.

Sixth Speaker: The colors of our organization are red and white. Red suggests strength. White is recognized as the symbol of sincerity. May these colors inspire us with the courage and determination to succeed.

Seventh Speaker: Another symbol of our organization is the red rose. The rose, due to its beauty, has always been a favorite flower, cultivated in every state in the union. The flower gives joy through its beauty and fragrance, and symbolizes our search for beauty in everyday living.

Eighth Speaker: These symbols remind us of our responsibilities as homemakers and citizens today and tomorrow. Together male and female, we hold this emblem, united, symbolizing that the homes of America's future are in the hands of its youth. The eight purposes of our organization, represented by the eight sides of the emblem, reaffirm the responsibilities we are assuming.

First Speaker: The first purpose is to provide opportunities for self-development and preparation for family and community living and for employment.

Second Speaker: Second-to strengthen the function of the family as the basic unit of society.

Third Speaker: Third-to encourage individual democracy through cooperative action in the home and community.

Fourth Speaker: Fourth-to encourage individual democracy through cooperative action in helping to achieve worldwide brotherhood.

Fifth Speaker: Fifth-to institute programs promoting greater understanding between youth and adults.

Sixth Speaker: Sixth-to provide opportunities for decision-making and for assuming responsibility.

Seventh Speaker: Seventh-to become aware of the multiple roles of men and women in today's society.

ASSIGNMENT SHEET #2

Eighth Speaker: Eighth-To develop interest in Home Economics, Home Economics careers, and related occupations.

First Speaker: We have heard the significance of all parts of the emblem. Through our national, state, and local organizations, we shall work to improve personal, family, and community living and to make our ideals felt in many parts of the world. As Future Homemakers of America, we recognize that the home affects the well-being of family members, hence our nation's citizens and, as a result, our national and our world.

Used with permission of Future Homemakers of America, Inc.

FHA/HERO ACTIVITIES
UNIT II

ASSIGNMENT SHEET #3 — PARTICIPATE IN INSTALLATION CEREMONY

Use this script to adapt an appropriate installation ceremony for your class/chapter officers. Participate as needed.

"The Future Homemakers of America are in regular session to install our officers and explain to them the duties and responsibilities they are about to assume. We have before us the light of home economics—a light which radiates throughout the world. This is the light of our ideals—our promise which enables us to make our homes, communities, nation, and world a happier place in which to live.

The following FHA/HERO officers have been elected to serve for the year.

President _____

Vice-President _____

Secretary _____

Treasurer _____

Historian _____

Parliamentarian _____

Reporter _____

Photographer _____

Music & Recreation _____

Pianist (if elected) _____

You officers-elect must realive that a great honor is being bestowed upon you. Future Homemakers of America have faith and confidence in your ability to lead the organization onward. The pledge of your office signifies your willingness to do this. You will repeat after me: 'I solemnly promise that I will, to the best of my ability, faithfully perform all the duties belonging to the office for which I have been elected.'

You have heard the pledge which the officers have made. It is important that each member assist these officers in the performance of their duties. Will the president-elect come forward? The office of the president is one of great responsibility. You will want to be pleasant, firm, impartial, considerate, and a real friend to every member of the organization. As incoming President of the Future Homemakers of America, you are to be familiar with your duties as stated in the constitution.

ASSIGNMENT SHEET #3

Vice-president—Your duty is to assist the president in all services. In this person's absence you will succeed and will assume the duties and responsibilities of this office.

Secretary — You are to keep an accurate record of all meetings and meetings of the executive group and to keep records and other material of importance to the organization. You are chairman of the membership committee.

Treasurer — You are to keep a record of receipts and disbursements, to report financial status of the organization, and to serve as chairman of the finance committee.

Historian — It is your duty as historian to keep an accurate history of the organization and to keep the scrapbook and have it complete by the end of the school year.

Parliamentarian — Your duties as parliamentarian would be to rule on points in question concerning parliamentary procedure, to assist in conducting meetings in a business-like way, and to serve as chairman of the constitutional committee.

Reporter — You are to report to our school paper and our local newspaper all activities of the FHA/HERO organization and to serve as the chairman of the publicity committee.

Photographer — You are to take pictures of activities and projects of FHA/HERO and assist the reporter in public relations. You are to see that the historian has pictures for the scrapbook.

Music and Recreation Leader — It is your duty to provide recreation at all meetings and have songs and relaxers ready before each meeting. It is your duty to be chairman of the music and recreation committee.

Pianist — It is your duty to provide music for all meetings, to play for special meetings and programs, and to work closely with the music and recreation leader.

Chaplian — Your duty is to provide the devotionals for all meetings and to assist the music and recreation leader.

Will the new president-elect please come forward? (President-elect comes forward.) By giving you this gavel, I relinquish to you the position of the _____ Chapter of FHA/HERO. We are confident that you and the other officers will provide capable leadership."

(The president makes an acceptance speech.)

Used with permission of Future Homemakers of America, Inc.

FHA/HERO ACTIVITIES
UNIT II

ASSIGNMENT SHEET #4 — USE PLANNING PROCESS IN THE *HANDBOOK FOR YOUTH CENTERED LEADERSHIP* TO DETERMINE CLASS OR CHAPTER PROJECT, PROGRAM, AND/OR ACTIVITY

"Learning by doing" is a well-known phrase which fits right into home economics and FHA/HERO. People learn faster and better when they are actively involved in their work. Provides the opportunity for members to further classroom learning by selecting project activities. By working together, the class or chapter will be able to identify and act upon concern about individual, family, and community life.

Brainstorm with classmates and FHA/HERO members to determine concerns which are pertinent to needs as a group. Using the steps for planning on the following pages, work in groups to plan a project related to classroom. Describe below how you used the steps in planning your project.

Brainstorm to Identify Concerns

This is a continuous circle with no beginning and no end. The circle represents the rounding up of ideas that are important to you, things that interest you.

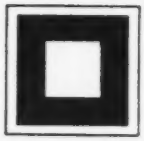
Narrow Identified Concerns

Hit the bull's eye; focus on the project. Pull out one idea that you or your chapter would like to build a project around.

Determine What the Project is to Accomplish

The arrow shows direction. Decide what direction you would like the project to take. What is your goal?

ASSIGNMENT SHEET #4

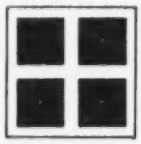


Form a Plan

Form a plan for carrying out the activities.

Act on the Plan

If you look closely, you will see three different squares. These represent the many and varied activities you will carry out to meet your goal.



Analyze What Happened

Like the chopped square, "Pick your project to pieces." Discuss the good and bad, and ups and downs of your project. Learn from your failures as well as your successes. Use this step throughout your project.

Used with permission of Future Homemakers of America, Inc.

FHA/HERO ACTIVITIES
UNIT II

ASSIGNMENT SHEET #5 — INCREASE SELF-AWARENESS

NAME _____ SCORE _____

Self awareness could almost be called a prerequisite to personal development. To be able to make sound decisions about future directions, you must recognize your attitudes, ambitions, and goals. Furthermore, you need to know your relationship to others and just how you fit into the scheme of life, whether at home, at school, or in the community.

The purpose of this assignment is to help you become more aware of yourself and your feelings. The following questions are to be answered quickly, replying on first thoughts, and should not be dwelt upon for any period of time. Use your answers for later reference in class discussion and to help you decide on a project/activity in which FHA/HERO can aid your personal development.

1. What makes you sad? _____

   Happy? _____

2. If you could save one personal item, what would it be? _____

   _____

3. At what time in history would you choose to live? _____

   _____

4. If you had any one place you could visit where would it be? _____

   _____

5. What special talents would you like to have? _____

   _____

6. What quality would you add to your personality or character? _____

   _____

7. What quality would you like to get rid of? _____

   _____

8. What is your favorite pastime? _____

   _____

ASSIGNMENT SHEET #5

9. If you could spend one hour with anyone in the world, who would it be? _____

_____

10. What is your favorite color? _____

11. What subject do you enjoy the most in school? _____

12. What is your favorite holiday? _____

13. What food pleases your appetite most? _____

_____

14. What flower do you like best? _____

15. What is your biggest problem or concern that you need to solve right now? _____

_____

_____

PLEASE REALIZE THAT THE ABOVE QUESTIONS HAVE NO RIGHT OR WRONG ANSWERS. The most important thing is how fast and sure you are able to respond. Discuss and compare with classmates the difficulties encountered in answering, how it might be possible to become more aware of self, and what "self-awareness" means.

FHA/HERO ACTIVITIES
UNIT II

ASSIGNMENT SHEET #6 — EVALUATE SELF AS AN FHA-HERO MEMBER

NAME _____ SCORE _____

Use the following checksheet to determine what kind of FHA/HERO member you are. Circle the appropriate response.

Are you a *WHEELBARROW*? Do you need pushing all the way? Do you ever volunteer or does someone always have to ask? This attitude will lead you to a life as dull as that of the wheelbarrow because someday people will just stop pushing and there you'll sit. YES NO

Are you a *BALLOON*? Do you have to be tied down? Do you get all carried away with plans and ideas that are too far-fetched to be carried out? If so, you will have to learn to consider the limitations of your organization in the plans that you make. You can still aim high, but don't make it impossible. YES NO

Are you a *CANOE*? Do you need padding? Must there always be someone there to keep you going? Develop an engine of your own. Use your initiative. Now you can pull others. FHA/HERO needs leaders. YES NO

Are you a *KITE*? Are you apt to fly away when there is a little work to be done? Well, come back down to earth! FHA/HERO can succeed only if all the members word together. Now is the time to get your feet firmly on the ground and dig in. YES NO

ASSIGNMENT SHEET #6

Are you a *FOOTBALL*? Are you liable to bounce away any way? Do you always follow the majority? Then you better start developing a mind of your own. INDIVIDUALITY COUNTS! Remember this. Be ready with your own suggestions to help the group. Stick to your convictions, even when the majority is against you, but always be ready to work on whatever the group decides to do.

YES NO

Are you a WAGON? Do you need pulling? Are you reluctant whenever you are given a job? Then you are a wagon, and this isn't good. The only time you are of any use is when the going is all downhill. It's time for you to start saving some of your enthusiasm from the downhill trips to get you up and over the next hill.

YES NO

Or are you a 100% ALL AMERICAN FHA/HERO MEMBER? Do you know the FHA/HERO motto, flower, and colors? Do you know what they represent? Are you always helpful and cheerful when there is a job to be done? Have you learned all you can about FHA/HERO? Do you know the creed? is FHA/HERO more than just another organization to you? Do you believe in its goals and purposes? Have you made any new friends at the rallies or conventions? Do you think that FHA/HERO will benefit anyone who joins it if they are really interested? Are you proud of being a member?

YES NO

Then CONGRATULATIONS! You are 100% ALL-AMERICAN FHA/HERO MEMBER!

(NOTE: Why not present this challenge in a chapter meeting, using an overhead projector to throw the sketches onto a screen, and then read the skit as each sketch is shown? Or, you could do a bulletin board on "What Kind of an FHA/HERO Member Are You?")

FHA/HERO ACTIVITIES
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

1. Assignment Sheet #1 — To be evaluated to the instructor's satisfaction.

2. Assignment Sheet #2 — To be evaluated to the instructor's satisfaction.

3. Assignment Sheet #3 — To be evaluated to the instructor's satisfaction.

4. Assignment Sheet #4 — To be evaluated to the instructor's satisfaction.

5. Assignment Sheet #5 — To be evaluated to the instructor's satisfaction.

6. Assignment Sheet #6 — To be evaluated to the instructor's satisfaction.

FHA/HERO ACTIVITIES
UNIT II

TEST

NAME _____ SCORE _____

1. Match to their correct definitions terms associated with chapter activities.

_____a. An organized listing of an order of business for a meeting	1. Extemporaneous speech
_____b. Means "from the office" or "by virtue of the office"	2. Parliamentary procedure
_____c. Document that includes rules that help to keep local chapter running smoothly	3. Ad hoc
_____d. Means "for a specific purpose" or "for a special case only"	4. Ex-officio
_____e. Talk delivered on an assignment topic with a minimum of advanced preparation	5. Agenda
_____f. Set of rules for conducting a meeting in an organized and efficient manner	6. Bylaws
_____g. Standing committee that acts to expedite planning; usually made up of all officers	7. Executive council

2. List the characteristics of a good chairman.

a. _____

b. _____

c. _____

d. _____

e. _____

TEST

3. Match chapter officers to their duties. Write the correct numbers in the blanks.

_____a. Keeps accurate account of all chapter and executive council meetings; records attendance; takes care of all official correspondence for chapter; reads important communications to chapter meetings; serves as chairman of the membership and correspondence committees

_____b. Keeps accurate record of all chapter income and gives receipts; keeps an accurate record and receipts of all money paid out; reports financial status of the organization; serves as chairman of the finance (ways and means) committee

_____c. Rules on points in question concerning parliamentary procedure; assists in conducting meetings in a business-like way; serves as chairman of constitution (bylaws) committee

_____d. Keeps a record book, including pictures and other materials of historic importance to the organization; serves as chairman of the records and materials committee

_____e. Provides recreation for all chapter meetings; has songs and relaxers ready before each meeting; serves as chairman of music and recreation and/or social committee(s)

_____f. Provides devotionals for all meetings; assists music and recreation leader

_____g. Presides at chapter and executive council meetings using a carefully prepared agenda and parliamentary procedures; serves as ex-officio member of all committees; appoints special committees as needs arise; provides leadership that will expedite chapter, state and national projects

_____h. Writes news articles and supplies pictures for the school paper, local newspaper, TV and radio stations, and publications of the state and national organizations; makes sure that copies of the *FHA/HERO Newsletter* and *Teen Times* are available for members to read and suggests ways to use them effectively; serves as chairman of the public relations commitee

_____i. Assits president in all duties; succeeds and assumes duties and responsibilities in absence of president; serves as chairman of the program/project committee

1. President
2. Vice-president
3. Secretary
4. Treasurer
5. Parliamentarian
6. Historian
7. Reporter
8. Music and recreation leader
9. Chaplain

TEST

4. List the steps of the election process.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

5. Match the FHA/HERO committees to their correct functions.

   _____a. Purposes money-making ideas do over project, activity and affiliation costs; prepares for budget for the chapter

   _____b. Prepares calendar of events, yearbook and other devices to inform members of the chapter's plans for the year

   _____c. Develops plan to increase and maintain local chapter membership

   _____d. Keeps materials and references of the chapter up to date, properly organized and in good condition so members can easily use them; helps secretary, when requested, with chapter files; helps historian in keeping historical records of the chapter

   _____e. Review constitution and/or bylaws annually to determine alliance with state or national bylaws and if there are any additions or changes necessary

   _____f. Provides or plans for instrumental and vocal music for chapter meetings and special events; makes plan for group singing

   _____g. Interprets FHA/HERO and home economics program to others in the school and community

   _____h. Writes invitations and thank-yous to program participates and guests; Helps secretary when necessary on chapter business correspondence

   _____i. Selects slate of officer candidates; organizes voting procedures and materials

   _____j. Makes arrangements for meetings and greets guests and members; plans entertainment part of chapter meetings and special events when called upon by program committee

   1. Finance (ways and means) committee
   2. Membership committee
   3. Records and materials committee
   4. Music committee
   5. Constitution (bylaws)
   6. Program/project committee
   7. Correspondence committee
   8. Public relations committee
   9. Hospitality committee
   10. Nominating/elections committee

TEST

6. Select from a list the primary purposes of committees. Place an "X" before the correct answer.

_____a. To allow less students to become actively involved in chapter activities.

_____b. To allow more students to become actively involved in chapter activities.

_____c. To equally distribute the workload among the officers.

_____d. To provide chapter with information, or to make recommendations to chapter members

_____e. To equally distribute workload

7. List and explain briefly the common types of committees and their length of service.

a. _____

b. _____

8. Arrange in order steps in setting up committees.

_____a. Chapter president appoints chairman

_____b. Executive council (chapter officers) decides which committees are needed

_____c. Officers make staffing assignments

9. List the types of state officers in your state.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

i. _____

j. _____

TEST

10. Arrange in order steps in becoming a state officer. Number the steps in sequencial order i.e. 1, 2, 3, etc.

_____a. Application is completed and mailed to state office for committee review

_____b. Individual qualifies as an active member of local chapter

_____c. Completed applications are reviewed by nominating committee

_____d. Newly-elected state officers are installed at state meeting

_____e. Ballots are mailed to each chapter

_____f. Applications fulfilling all qualifications are interviewed

_____g. Candidates are notified by mail of voting results

11. List the types of national officers.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

12. Arrange in order steps in the selection of a national officer candidate

_____a. Application is submitted to state FHA/HERO office

_____b. Applications are evaluated

_____c. Candidate completes application

_____d. Two candidates are selected

_____e. Candidate is introduced at the state meeting

_____f. Candidates are notified by mail of voting results

_____g. Selected candidates are interviewed

_____h. Candidate's name appears on ballot to each chapter

13. Explain briefly the criteria for selection of FHA/HERO voting delegates.

a. _____

b. _____

c. _____

TEST

14. List the national Future Homakers of America (FHA/HERO) competitive events.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

15. Name the Future Homemakers of America (FHA/HERO)meetings

a. _____

b. _____

c. _____

d. _____

e. _____

16. List the purposes of FHA/HERO chapter activity areas for a program of work.

a. _____

b. _____

c. _____

d. _____

17. Select from a list considerations for selecting meaningful activities for a program of work. Plan an "X" before the correct answer.

_____a. Does the activity contribute to program objectives?

_____b. Does activity contribute to FHA/HERO goals?

_____c. Does activity reflect the thinking of the entire group?

_____d. Does activity allow for planning and implementation to be performed by students?

_____e. Does activity allow for committee work to contribute to the overall activity program?

_____f. Does activity ensure that leadership development is a major part of all activities

_____g. Does activity reflect long-range as well as immediate plans?

FHA/HERO ACTIVITIES
UNIT II

ANSWERS TO TEST

1. a. 5
   b. 4
   c. 6
   d. 3
   e. 1
   f. 2
   g. 7

2. a. Willingness to work
   b. Self-confidence
   c. Ability to use parliamentary procedure effectively
   d. Ability to make fair and impartial judgements
   e. Neat appearance

3. a. 3
   b. 4
   c. 5
   d. 6
   e. 8
   f. 9
   g. 1
   h. 7
   i. 2

4. a. Appoint election committee
   b. Nominate officers
   c. Campaign
   d. Hold election
   e. Install new officers

5. a. 1
   b. 6
   c. 2
   d. 3
   e. 5
   f. 4
   g. 8
   h. 7
   i. 10
   j. 9

6. b, d, e

7. a. Standing — Appointed for entire year
   b. Special — Appointed as needed for specific activities

8. a. 2
   b. 1
   c. 3

ANSWERS TO TEST

9. To be evaluated to the instructor's satisfaction.

10. a. 2
    b. 1
    c. 3
    d. 7
    e. 5
    f. 4
    g. 6

11. a. President
    b. Vice-president
    c. Secretary
    d. Treasurer
    e. Representative to national board of directors
    f. National officers (nine)

12. a. 2
    b. 3
    c. 1
    d. 5
    e. 8
    f. 7
    g. 4
    h. 6

13. Active participation in all chapter meetings and assigned committees

    Successful achievement in classroom assignments and activities while maintaining achievement in other school subjects

14. a. All-Star Chapter Event
    b. All-Star Project Event
    c. Family Communications Event
    d. Food Service Event
    e. Illustrated Talk Event
    f. Job Interview Event
    g. Kids, Incorporated Event
    h. Little Friends Event

15. To be evaluated to the instructor's satisfaction

16. a. Scholastic
    b. Professional Leadership
    c. Civic and Community
    d. Social

17. a, b, c, d, e, f, g

PARLIAMENTARY PROCEDURE
UNIT III

UNIT OBJECTIVE

After completing this unit, the student should be able to use parliamentary procedure and participate in a chapter meeting. The student will show this knowledge by completing assignment sheets and unit test with a minimum score of eighty-five percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match to their correct definitions terms associated with parliamentary procedure.
2. Select from a list the purposes of parliamentary procedure.
3. State the function of the gavel.
4. Match methods of voting to their correct definitions.
5. Match types of motions to their correct descriptions.
6. Match types of motions to their correct classifications.
7. Match parliamentary procedures to their correct uses during a meeting.
8. Arrange in order the steps in the progression of a motion (Rule of Eight).
9. State the purpose of a motion to amend.
10. List the three ways to amend a motion.
11. Select from a list the duties of a chapter president.
12. State the characteristics of a chapter parliamentary procedure team member.
13. Demonstrate parliamentary procedure motions.
14. Use resources to answer questions about parliamentary procedure.
15. Use correct order to answer questions about parliamentary procedure.
16. Use parliamentary procedure to conduct or participate in a chapter meeting.

PARLIAMENTARY PROCEDURE
UNIT III

SUGGESTED ACTIVITIES

I. Unit contents

A. Objective sheet

B. Suggested activities

C. Supplements

1. Supplement #1 — Parliamentary Procedure Crossword Puzzle

2. Supplement #2 — Summary of Motions

D. Transparency masters

1. TM #1 — Kinds of Motions and Their Uses

2. TM #2 — Rule of Eight

E. Information sheet

F. Assignment sheets

1. Assignment Sheet #1 — Use Kinds of Parliamentary Procedure Motions

2. Assignment Sheet #2 — Use Resources to Answer Questions About Parliamentary Procedure

3. Assignment Sheet #3 — Use Correct Order of Process a Motion (Rule of Eight)

G. Answers to assignment sheets

H. Test

I. Answers to test

II. Instructor's guide

A. Obtain materials to supplement unit.

1. Books

a. *Robert's Rules of Order, Newly Revised* and the following book series are also available from the National Association of Parliamentarians, 6301 James A. Reed Road, Suite 114, Kansas City, Missouri 64133-4751.

SUGGESTED ACTIVITIES

b. "Congratulations Series" from National Association of Parliamentarians:

1) *You Are the President*

2) *You Are the Secretary*

3) *You Are the Treasurer*

4) *You Are on the Committee*

5) *You Want to Learn How to Make and Amend Main Motions*

6) *You Want to Learn Definitions*

7) *You Are a Member*

B. Introduce unit by helping the student focus on the importance of learning to use parliamentary procedure.

- Have chapter officers conduct a mock chapter meeting for a class.

C. Provide students with objective sheet.

D. Discuss unit and specific objectives.

E. Provide students with information and assignment sheets.

F. Discuss information and assignment sheets.

1. Use Information Sheet, Section I to help students comprehend parliamentary procedure terms.

   - Make copies of Supplement #1 crossword puzzle, and use to reinforce terms in Section I.

2. Use Information Sheet, Section II to assist students in stating the purpose of parliamentary procedure.

   - Stress the importance of majority rule in meetings where parliamentary procedure is used, and emphasize at the same time, that opinions of the minority are heard, and that minority ideas and rights are respected as well.

   - Explain to the students that some of the people (majority) elect the President of the United States, but following the election, the President serves all of the people.

SUGGESTED ACTIVITIES

3. Use Information Sheet, Section III to discuss the function of the gavel. Be sure to refer to your constitution for the gavel taps and the members' responses.

4. Use Information Sheet, Section IV to help students learn the different methods of voting.

   - Explain each method, and have students practice using the different methods.

   - Explain when and where the different voting methods are used.

5. Use Information Sheet, Section IV and Transparency #1 to help students learn the different classifications of motions.

   - Explain each classification in depth; provide examples of times when the different classifications of motions are used.

   - Have students practice stating motions.

6. Combine Information Sheet, Sections VI and VII, and Assignment Sheets #1 and #2 to help students use different kinds of motions.

   - Discuss the different kinds of motions that can be used in conducting a meeting.

   - Provide examples to help students see how the motions are used.

   - Use Transparency #1 to assist students in using different kinds of motions.

   - Make copies of Supplement #2, and distribute to students to use while completing Assignment Sheet #1.

7. Use Information Sheet, Section VIII and Assignment Sheet #3 to teach students the progression of a motion (Rule of Eight).

   - Use Transparency #2 to discuss the Rule of Eight.

   - Allow each student to present a motion.

   - Use the following examples to reinforce Section VIII.

     a. I move that the chapter conduct a Parliamentary Procedure Seminar on October 12.

     b. I move that the chapter have a car wash to raise money to pay all expenses to the state meeting.

     c. I move that the chapter present an engraved plaque to our adviser.

SUGGESTED ACTIVITIES

d. I move that the chapter plan a Christmas Party for the Senior citizens in the community.

e. I move that the chapter donate $500 to the March of Dimes.

8. Use Information Sheet, Sections IX and X, and review Assignment Sheet #3 to help students learn the correct way to amend a motion.

   - Allow each student the opportunity of amending a motion. Appoint a class member as president.

9. Use Information Sheet, Section XI to help students learn the duties of the president.

   - Ask president of chapter to talk to the class and to explain the responsibilities for carrying out the duties of the presiding officer.

10. Use Information Sheet, Section XII to help students prepare to be members of the parliamentary procedure team.

    - Have the parliamentary procedure team conduct a meeting for the class. Make sure that the team uses at least five parliamentary procedure points.

    - Have students evaluate the performance of the team, using the information in Section XII.

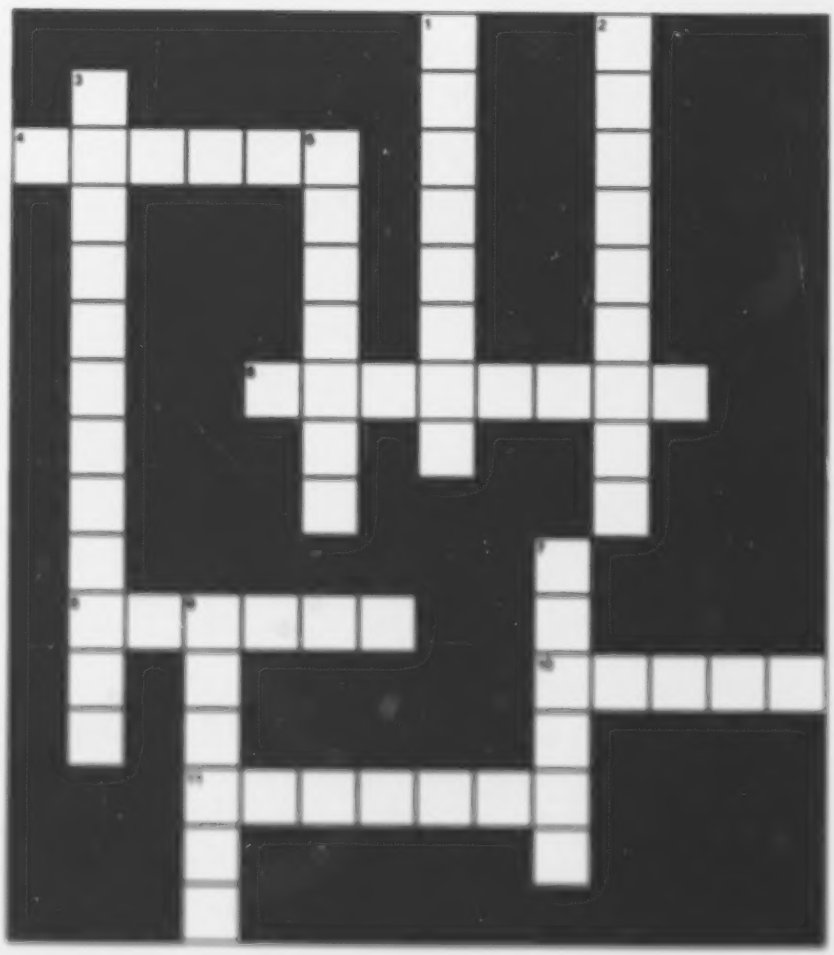
G. Give test.

III. Unit references

A. *Robert's Rules of Order, Newly Revised*, Glenview, Illinois: Scott, Foresman, 1981.

PARLIAMENTARY PROCEDURE
UNIT III

SUPPLEMENT #1 — PARLIAMENTARY PROCEDURE CROSSWORD PUZZLE



SUPPLEMENT #1

CROSSWORD CLUES

ACROSS

4. The number of members needed to be present to legally transact business.
6. Less than half
8. Formal discussion of a motion
10. The presiding officer of the meeting
11. The official close of the meeting

DOWN

1. A demand by a single member that the vote be retaken by rising
2. A small group of people designated to perform a specific function
3. Set of rules for conducting a meeting in an organized and efficient manner
5. A single official gathering of a society's members to transact business
7. Another member agrees that the motion should come before the assembly
9. The document that contains a society's own basic rules relating principally to itself as an organization, rather than to the parliamentary procedure it follows

SUPPLEMENT #1

ANSWERS TO CROSSWORD

PARLIAMENTARY PROCEDURE
UNIT III

SUPPLEMENT #2 — SUMMARY OF MOTIONS

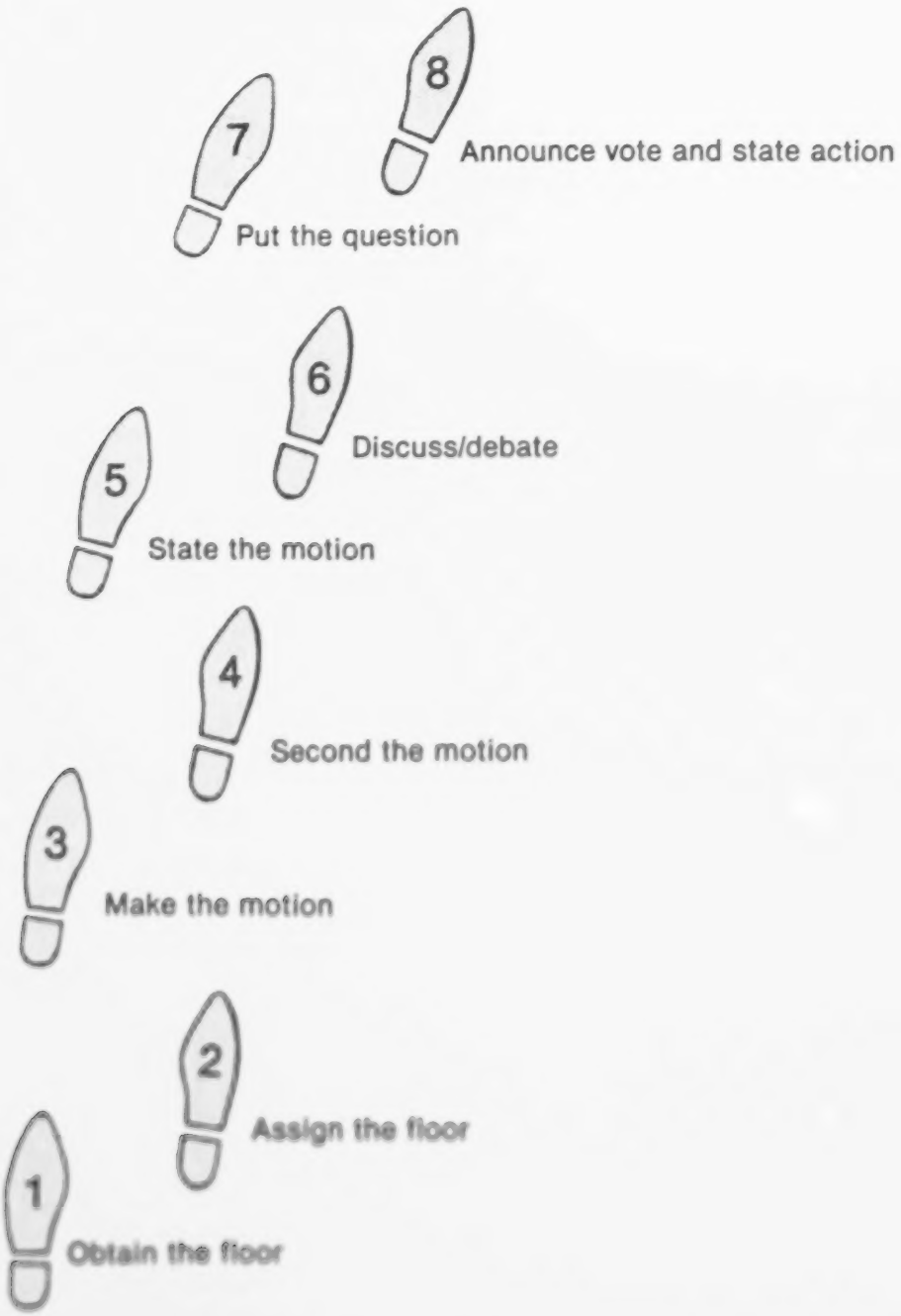
Kind	Second Required	Debatable	Amendable	Vote Required	Can be Reconsidered
Fix the time to which to adjourn	Yes	No	Yes	M	Yes
Adjourn	Yes	No	No	M	No
Recess	Yes	No	Yes	M	No
Raise a question of privilege	No	No	No	Chair grants	No
Call for the orders of the day	No	No	No	Demand	No
Lay on the table	Yes	No	No	M	No
Previous question	Yes	No	No	2/3	Yes
Limit debate	Yes	No	Yes	2/3	Yes*
Postpone definitely	Yes	Yes	Yes	M*	Yes
Commit	Yes	Yes	Yes	M	Yes*
Amend	Yes	Yes*	Yes	M	Yes
Postpone indefinitely	Yes	Yes	No	M	Aff. only
Main motion	Yes	Yes	Yes	M	Yes
Appeal	Yes	Yes*	No	Majority in negative	Yes
Consideration by paragraph	Yes	No	Yes	M	No
Division of the assembly	No	No	No	Demand	No
Division of a question	Yes	No	Yes	M	No
Objection to the consideration	No	No	No	2/3 opposed	Neg. only
Parliamentary inquiry	No	No	No	Chair Answers	No
Point of order	No	No	No	Chair rules	No
Suspend the rules	Yes	No	No	2/3	No
Reconsider	Yes	Yes*	No	M	No
Take from the table	Yes	No	No	M	No

*See *Robert's Rules of Order, Newly Revised* for exceptions.

Kind	Second Required	Debatable	Amendable	Vote Required	Can be Reconsidered
Fix the time to which to adjourn	Yes	No	Yes	M	Yes
Adjourn	Yes	No	No	M	No
Recess	Yes	No	Yes	M	No
Raise a question of privilege	No	No	No	Chair grants	No
Call for the orders of the day	No	No	No	Demand	No
Lay on the table	Yes	No	No	M	No
Previous question	Yes	No	No	⅔	Yes
Limit debate	Yes	No	Yes	⅔	Yes*
Postpone definitely	Yes	Yes	Yes	M*	Yes
Commit	Yes	Yes	Yes	M	Yes*
Amend	Yes	Yes*	Yes	M	Yes
Postpone indefinitely	Yes	Yes	No	M	Aff. only
Main motion	Yes	Yes	Yes	M	Yes
Appeal	Yes	Yes*	No	Majority in negative	Yes
Consideration by paragraph	Yes	No	Yes	M	No
Division of the assembly	No	No	No	Demand	No
Division of a question	Yes	No	Yes	M	No
Objection to the consideration	No	No	No	⅔ opposed	Neg. only
Parliamentary inquiry	No	No	No	Chair Answers	No
Point of order	No	No	No	Chair rules	No
Suspend the rules	Yes	No	No	⅔	No
Reconsider	Yes	Yes*	No	M	No
Take from the table	Yes	No	No	M	No

*See *Robert's Rules of Order, Newly Revised* for exceptions.

Steps to Process a Main Motion
(Rule of Eight)



PARLIAMENTARY PROCEDURE
UNIT III

INFORMATION SHEET

I. Terms and definitions

A. Rules of order — Set of rules for conducting a meeting in an organized and efficient manner

B. Quorum — The number of members needed to be present to legally transact business

C. Minority — Less than half

D. Meeting — A single official gathering of a organization's members to transact business

E. Debate — Formal discussion of a motion

F. Second — Another member agrees that the motion should come before the assembly

G. Chair — The presiding officer of the meeting

H. Adjourn — The official close of the meeting

I. Bylaws — The document that contains an organization's own basic rules relating principally to itself as an organization, rather than to the parliamentary procedure it follows

J. Division — A demand by a single member that the vote be retaken by rising

K. Committee — A small group of people designated to perform a specific function

II. Purposes of parliamentary procedure

A. Democracy in action

B. Justice to all

C. Rule of the majority

D. Rights of the minority

E. Rights of individual members

F. Rights of the absentee members should be protected

INFORMATION SHEET

G. Pursuing only one item at a time

III. Function of the gavel — To exercise authority in support of self-government and orderly procedure

(NCTE: Refer to the constitution for the gavel taps and the members' responses.)

IV. Methods of voting

A. Voice vote — Members vote by saying "aye" or "no"

B. Rising vote — Members vote by standing

C. Ballot vote — Members cast a secret, written vote

D. Roll call vote — Members vote when their name is called

E. Voting by mail — Members send in their vote by mail

F. Proxy voting — A power of attorney given by one person to another to vote in their stead

G. Show of hands — An alternate method that can be used in place of rising vote in very small assemblies

V. Types of motion

A. Main motion — The basis of all parliamentary procedure. Provides method of bringing business before the assembly for consideration and action. Can only be introduced if no other business is pending

B. Subsidiary motions — Those that may be applied to another motion for the purpose of modifying it, delaying action on it, or disposing of it

C. Privileged motions — Are such that, while having no relation to the pending question, are of such urgency or importance that they are entitled to immediate consideration; relate to members, and to the organization, rather than to particular items of business

D. Incidental motions — Are those (1) which arise out of a pending question; (2) which arise out of a question that has just been pending; or (3) that relate to the business of the assembly. Incidental motions usually apply to the method of transacting business rather than to the business itself. They have no rank among themselves because they are in order whenever they are incidental to the business of the assembly

E. Reconsider motions — Are motions which bring a question again before the assembly for its consideration

INFORMATION SHEET

VI. Classificaion and types of motions

A. Privileged — In order from highest ranking to lowest ranking

1. Fix the time to which to adjourn
2. Adjourn
3. Recess
4. Raise the question of privilege
5. Call for the orders of the day

B. Subsidiary — In order from highest ranking to lowest ranking

1. Lay on the table
2. Previous question
3. Limit or extend limits of debate
4. Postpone to a certain time (definitely)
5. Commit (refer to a committee)
6. Amend
7. Postpone indefinitely

C. Main - Main motion or main question

D. Incidental

1. Appeal
2. Consideration by paragraph or seriatim
3. Division of the assembly
4. Division of a question
5. Objection to the consideration of the question
6. Parliamentary inquiry
7. Point of order
8. Suspend the rules

E. Restrictive

1. Reconsider
2. Take from the table

INFORMATION SHEET

VII. Use of parliamentary procedure during a meeting (Table 1)

Parliamentary Procedure	Use During Meeting
Main motion	Present business for action
Postpone indefinitely	To kill the main motion
Lay on the table	Set matter aside for an emergency reason
Amend	Change or modify
Commit or refer to a committee	Let few attend to a matter
Previous question	Stop debate and amendments and order immediate vote
Suspend the rules	Do something contrary to the rules
Withdraw a motion	Prevent a motion from being voted on
Objection to consideration	Determine whether a question is in accord with bylaws
Question of privilege	Attend to well-being and comfort of the chapter members
Adjourn	Dismiss members from
Fix the time to which to adjourn	Set a time for next meeting
Reconsider	Provide an opportunity to vote a second time on a matter
Parliamentary inquiry	Ask question relating to parliamentary procedure
Point of order	Call attention to procedural error
Appeal	Allow member to question the decision of the chair
Take from the table	Take up an item that was laid on the table
Limit debate	Establish length of time for discussion
Postpone definitely	Defer a matter to a specified time
Rescind	Cancel action taken by chapter
Division of the assembly	Question the chair's decision on a voice vote

INFORMATION SHEET

VIII. Steps in the progression of a motion (Transparency #2)

A. Member rises and addresses the presiding officer

EXAMPLE: "Mr./Madame President . . . "

B. Member is recognized

C. Member proposes the motion

EXAMPLE: "I move that . . . "

D. Another member seconds the motion without rising or addressing the chair

EXAMPLE: "Second"

E. The presiding officer states the motion

EXAMPLE: "It is moved and seconded that . . . "

F. Assembly debates and/or amends the motion

G. Presiding officer takes the vote

EXAMPLE: "As many as are in favor say aye. Those opposed say no."

H. The result of the vote is announced

EXAMPLE: "The ayes have it, the motion is adopted, and the chapter will . . . "

IX. Purpose of the a motion to amend — to modify the wording, and within certain limits the meaning, of a pending motion before the pending motion itself is acted upon

X. Ways to amend a motion

A. By inserting or adding

EXAMPLE: "I move to amend the motion by inserting the word 'personal' before the word 'computer'."

B. By striking out

EXAMPLE: "I move to amend the motion by striking out the words 'not to exceed $1000'."

C. By striking out and inserting

EXAMPLE: "I move to amend the motion by striking out the word 'apple' and inserting the word 'cherry'."

INFORMATION SHEET

XI. Duties of the chapter president

A. Deciding the order of speakers

B. Remaining impartial

C. Restraining speakers within the limits of the rules

D. Enforcing good decorum in debate

E. Deciding on points of order

F. Avoiding influencing a vote by commenting on a motion

XII. Characteristics of a parliamentary procedure team member

A. Desires to work

B. Is able to use parliamentary procedure

C. Has strong, clean voice

D. Is calm

E. Possesses self-confidence

F. Is humble

G. Is dependable

PARLIAMENTARY PROCEDURE
UNIT III

ASSIGNMENT SHEET #1 — USE KINDS OF PARLIAMENTARY PROCEDURE MOTIONS

NAME _____ SCORE _____

As a member, you will be a part of the decision-making body of the chapter. The chapter meeting is the place where chapter business is conducted and decisions are made. Meetings go smoothly when correct parliamentary procedures are used.

The purpose of this assignment sheet is to provide you the opportunity to practice using the different kinds of motions. The table that follows gives the classifications and kinds of motions. You are responsible for stating (1) whether a second is required, (2) whether the motion is debatable, (3) whether the motion is amendable, (4) whether the motion requires a two-thirds or simple majority vote or none, and (5) whether the motion can be reconsidered. Write "yes," "no," or the vote required in the appropriate blanks.

	Kind	Second Required	Debatable	Amendable	Vote Required	Can be Reconsidered
	Fix the time to which to adjourn					
	Adjourn					
	Recess					
	Raise a question of privilege					
	Call for the orders of the day					
	Lay on the table					
	Previous question					
	Limit debate					
	Postpone definitely					
	Commit					
	Amend					
	Postpone indefinitely					
	Main motion					
	Appeal					
	Consideration by paragraph					
	Division of the assembly					
	Division of a question					
	Objection to the consideration					
	Parliamentary inquiry					
	Point of order					
	Suspend the rules					
	Reconsider					
	Take from the table					

*See *Robert's Rules of Order, Newly Revised* for exceptions.

PARLIAMENTARY PROCEDURE
UNIT III

ASSIGNMENT SHEET #2 — USE RESOURCES TO
ANSWER QUESTIONS ABOUT PARLIAMENTARY PROCEDURE

NAME _____ SCORE _____

It takes a great deal of study and practice to learn the correct use of parliamentary procedure.

Use your Information Sheet to answer the following questions and complete the following statements.

A. Name two motions that require a two-thirds vote.

1. _____
2. _____

B. What is the purpose of a motion? _____

_____

C. What is the purpose of an amendment? _____

_____

D. Name five motions that do not require a second.

1. _____
2. _____
3. _____
4. _____
5. _____

E. Name four motions that are not amendable.

1. _____
2. _____
3. _____
4. _____

ASSIGNMENT SHEET #2

F. Name three ways a motion may be amended.

1. _____

2. _____

3. _____

	YES	NO
G. Is the motion to take from the table debatable?	_____	_____
H. Does the motion to adjourn have to be seconded?	_____	_____
I. Does an amendment require a second before it can be discussed?	_____	_____
J. Is the motion to lay on the table debatable?	_____	_____
K. Does the motion to suspend the rules require a two-thirds vote?	_____	_____
L. Is it necessary to rise when seconding a motion?	_____	_____
M. Should the presiding officer stand when addressing the chapter?	_____	_____
N. Is the motion to lay on the table a subsidiary motion?	_____	_____
O. Is the motion to amend always amendable?	_____	_____
P. Does the motion to amend always require a second?	_____	_____
Q. Is the motion to amend always debatable?	_____	_____
R. May the motion to amend be reconsidered?	_____	_____
S. Does the motion to lay on the table require a second?	_____	_____
T. Is the motion to lay on the table amendable?	_____	_____
U. Does the motion to lay on the table require a majority vote?	_____	_____
V. Is the motion to adjourn, if a privileged motion, debatable?	_____	_____
W. Should the presiding officer always be addressed as Mr. or Madam President?	_____	_____
X. May members discuss a motion before it is seconded?	_____	_____
Y. Is a good presiding officer tactful, helpful, and fair?	_____	_____

ASSIGNMENT SHEET #2

	YES	NO
Z. Does one rap of the gavel call the chapter to order?	_____	_____
AA. May a motion to refer to a committee be debated?	_____	_____
BB. Is a majority vote required in order to confirm a point of order?	_____	_____
CC. Does a tie vote on an appeal reverse the decision of the chair?	_____	_____
DD. Is a majority vote required to close nominations?	_____	_____

PARLIAMENTARY PROCEDURE
UNIT III

ASSIGNMENT SHEET #3 — USE CORRECT ORDER TO PROCESS
A MOTION (RULE OF EIGHT)

NAME _____ SCORE _____

Chapter members are responsible for using correct procedures to process a motion that is before the membership. Although it is a simple process, it requires some practice.

Write the correct order to process a motion for the situations below.

A. Write the steps necessary to move the main motion, which is "The chapter have a party on Friday, March 15 at 6:30 P.M."

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

B. Write the correct steps to amend the main motion by changing the time from 6:30 P.M. to 7:30 P.M.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

PARLIAMENTARY PROCEDURE
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Kind	Second Required	Debatable	Amendable	Vote Required	Can be Reconsidered
Fix the time to which to adjourn	Yes	No	Yes	M	Yes
Adjourn	Yes	No	No	M	No
Recess	Yes	No	Yes	M	No
Raise a question of privilege	No	No	No	Chair grants	No
Call for the orders of the day	No	No	No	Demand	No
Lay on the table	Yes	No	No	M	No
Previous question	Yes	No	No	2/3	Yes
Limit debate	Yes	No	Yes	2/3	Yes*
Postpone definitely	Yes	Yes	Yes	M*	Yes
Commit	Yes	Yes	Yes	M	Yes*
Amend	Yes	Yes*	Yes	M	Yes
Postpone indefinitely	Yes	Yes	No	M	Aff. only
Main motion	Yes	Yes	Yes	M	Yes
Appeal	Yes	Yes*	No	Majority in negative	Yes
Consideration by paragraph	Yes	No	Yes	M	No
Division of the assembly	No	No	No	Demand	No
Division of a question	Yes	No	Yes	M	No
Objection to the consideration	No	No	No	2/3 opposed	Neg. only
Parliamentary inquiry	No	No	No	Chair Answers	No
Point of order	No	No	No	Chair rules	No
Suspend the rules	Yes	No	No	2/3	No
Reconsider	Yes	Yes*	No	M	No
Take from the table	Yes	No	No	M	No

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #2

A. Any of the following are correct
   1. Rescind
   2. Limit debate
   3. Suspend the rules
   4. Previous question

B. To place information before the body of house

C. To modify, change, or clairfy a motion

D. 1. Question of privilege
   2. Point of order
   3. Division of the house
   4. Parliamentary inquiry
   5. To withdraw a motion

E. Answer should include any four of the following
   1. Adjourn
   2. Question of privilege
   3. Point of order
   4. Appeal
   5. Suspend the rules
   6. Division of the Assembly
   7. Parliamentary inquiry
   8. To withdraw a motion
   9. Lay on the table
   10. Previous question
   11. Call for the orders of the day
   12. object to the consideration of the question
   13. Postpone indefinitely
   14. Take from the table
   15. Reconsider

F. 1. Inserting or adding
   2. Striking out
   3. Striking out and inserting

G. No
H. Yes
I. Yes
J. No
K. Yes
L. No
M. Yes
N. Yes
O. Yes
P. Yes
Q. No
R. Yes
S. Yes
T. No
U. Yes
V. No

ANSWERS TO ASSIGNMENT SHEETS

W. Yes
X. No
Y. Yes
Z. Yes
AA. Yes
BB. No
CC. No
DD. No

Assignment Sheet #3

A. 1. Member rises and addresses the presiding officer
2. Member is recognized
3. Member says, "I move that our chapter have a party on Friday, March 15, at 6:30 P.M."
4. Another member seconds the motion
5. Presiding officer states motion
6. Motion is debated
7. Presiding officer takes the vote
8. The result of the votes is announced

B. 1. Member rises and addresses the presiding officer
2. Member is recognized
3. Member says, "I move to amend the main motion by strking out 6:30 P.M. and inserting 7:30 P.M."
4. Another member seconds the amendment
5. Presiding officer states the amendment
6. The amendment is debated
7. Presiding officer takes the vote on the amendment
8. The result of the vote is announced

PARLIAMENTARY PROCEDURE
UNIT III

TEST

NAME _____ SCORE _____

1. Match to their correct definitions terms associated with parliamentary procedure. Write the correct numbers in the blanks.

_____a.	To close or terminate a meeting	1. Second
_____b.	An official gathering of the members in order to transact business	2. Rules of order
_____c.	Less than half	3. Bylaws
_____d.	A small group of people designated to perform a specific function	4. Meeting
_____e.	Another member agrees that a motion should come before the assembly	5. Chair
_____f.	Set of rules for conducting a meeting in an organized and efficient manner	6. Committee
_____g.	The number of members needed to be present to legally transact business	7. Debate
_____h.	Formal discussion of a motion	8. Minority
_____i.	A demand by a single member that the vote be retaken by rising	9. Division
_____j.	The document that contains an organization's own basic rules relating principally to itself as an organization, rather than to the parliamentary procedure it follows	10. Quorum
_____k.	The presiding officer of the meeting	11. Adjourn

2. Select from the following list purposes of parliamentary procedure. Write an "X" in the blank before each correct answer.

_____a. Allowing majority to rule while respecting the rights of the minority

_____b. Limiting debate to five minutes

_____c. Letting president control intent of meeting

TEST

_____d. Allowing equal rights to all members

_____e. Controlling what the chapter does

_____f. Allowing full and free debate

_____g. Handling up to four items at a time

3. State the function of the gavel.

_____

_____

4. Match methods of voting to their correct definitions. Write the correct numbers on the blanks.

_____a. Members vote by standing

_____b. Members vote by saying "aye" or "no"

_____c. Members cast a written vote

_____d. A power of attorney

_____e. Voting when name is called

1. Voice vote
2. Proxy
3. Secret ballot
4. Roll call vote
5. Rising vote

5. Match types of motions to their correct description. Write the correct numbers in the blanks.

_____a. Motions that have no relation to the pending question, are of such urgency, or importance that they are entitled to immediate consideration

_____b. Motions that may be applied to another motion for the purpose of modifying it, delaying action on it, or disposing of it

_____c. Motions that bring a question again before the assembly for its consideration

_____d. The basis of all parliamentary procedure. Provides method of bringing business before the assembly

_____e. Motions that arise out of a pending question; that arise out of a question that has just been; or that relate to the business of the assembly

1. Main
2. Subsidiary
3. Privileged
4. Incidental
5. Restorative

TEST

6. Match types of motions to their correct classifications. Write the correct numbers in the blanks. Answers may be used more than once.

_____a. Objection to the consideration of the question

_____b. Main motion or main question

_____c. Point of order

_____d. Amend

_____e. Refer to a committee

_____f. Parliamentary inquiry

_____g. Adjourn

_____h. Lay on the table

_____i. Division of the assembly

_____j. Postpone definitely

_____k. Suspend the rules

_____l. Previous question

_____m. Limit debate

_____n. Appeal

_____o. Take from the table

_____p. Postpone indefinitely

_____q. Reconsider

_____r. Question of privilege

1. Subsidiary
2. Main
3. Privileged
4. Incidental
5. Restorative

TEST

7. Match parliamentary procedures to their correct uses during a meeting. Write correct numbers in the blanks.

_____a. Question the chair's decision on a voice vote

_____b. Present business for action

_____c. Cancel action taken by the chapter

_____d. To kill the main motion

_____e. Defer a matter to a specified time

_____f. Set aside a matter for an emergency reason

_____g. Establish length of time for discussion

_____h. Change or modify

_____i. Take up an item that was set aside for an emergency reason

_____j. Let a few attend to a matter

_____k. Allows member to question the decision of the chair

_____l. Stop debate and amendments and order an immediate vote

_____m. Call attention to procedural error

_____n. Do something contrary to the rules

_____o. Ask question related to parliamentary procedure

_____p. Prevent a motion from being voted upon

_____q. Provide an opportunity to vote a second time on a matter

_____r. Determine whether a question is in accord with bylaws is relevant

_____s. Set a time for the next meeting

_____t. Attend to well-being and comfort of the chapter or members

_____u. Dismiss members from meeting

1. Adjourn
2. Main motion
3. Postpone indefinitely
4. Division of the assembly
5. Rescind
6. Lay on the table
7. Limit debate
8. Amend
9. Commit or refer to a committee
10. Take from the table
11. Previous question
12. Appeal from the decision of the chair
13. Suspend the rules
14. Withdraw a motion
15. Objection to consideration
16. Question of privilege
17. Fix the time to which to adjourn
18. Reconsider
19. Parliamentary inquiry
20. Point of order
21. Postpone definitely

TEST

8. Arrange in order the following steps in the progression of a motion. Write a "1" before the first step, a "2" before the second step, and so on.

_____a. Assembly debates and/or amends the motion

_____b. Member proposes the motion

_____c. Member rises and addresses the presiding officer

_____d. Result of the vote is announced

_____e. Presiding officer states the motion

_____f. Member is recognizes

_____g. Presiding officer takes the vote

_____h. Another member seconds the motion without rising or addressing the chair

9. State the purpose of a motion to amend.

_____

_____

10. List the common ways to amend a motion.

a. _____

b. _____

c. _____

11. Select from the following list the duties of the chapter president. Write an "X" in the blank before each correct answer.

_____a. Appointing committees

_____b. Deciding the order of speakers

_____c. Voting on all motions introduced

_____d. Enforcing good decorum

_____e. Influencing a vote by giving own opinion

_____f. Seconding motions

_____g. Deciding points of orders

TEST

_____h. Restraining speakers within the limits of the rules

_____i. Favoring friends and senior members

12. State four characteristics of a parliamentary procedure team member.

a. _____

b. _____

c. _____

d. _____

PARLIAMENTARY PROCEDURE
UNIT III

ANSWERS TO TEST

1.
a. 11	d. 6	g. 10	l. 3
b. 4	e. 1	h. 7	k. 5
c. 8	f. 2	i. 9	

2. a, d, f

3. The function of the gavel is to exercise authority in support of self-government and orderly procedure

4.
a. 5	d. 2
b. 1	e. 4
c. 3	

5.
a. 3	d. 1
b. 2	e. 4
c. 5	

6.
a. 4	f. 4	k. 4	p. 1
b. 2	g. 3	l. 1	q. 5
c. 4	h. 2	m. 1	r. 3
d. 1	i. 4	n. 4	
e. 1	j. 1	o. 5	

7.
a. 4	g. 7	m. 20	s. 17
b. 2	h. 8	n. 13	t. 16
c. 5	i. 10	o. 19	u. 1
d. 3	j. 9	p. 14	
e. 21	k. 12	q. 18	
f. 6	l. 11	r. 15	

8.
a. 6	e. 5
b. 3	f. 2
c. 1	g. 7
d. 8	h. 4

9. To modify the wording, and within certain limits the meaning, of a pending motion before the pending motion itself is acted upon.

ANSWERS TO TEST

10. a. By inserting or adding
    b. By striking out
    c. By striking out and inserting

11. b, d, g, h

12. Answer should include any four of the following
    a. Desire to work
    b. Is able to use parliamentary procedure
    c. Has strong, clear voice
    d. Is calm
    e. Possesses self-confidence
    f. Is humble
    g. Is dependable

BECOMING A FHA/HERO LEADER
UNIT IV

UNIT OBJECTIVE

After completing this unit, the student should be able to apply leadership skills in the community and local chapter. The student will show this ability by completing assignment sheets and by achieving at least a minimum score of eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Define leadership.
2. Select seven characteristics of a leader.
3. Select from a list the reasons for becoming a good leader.
4. Select from a list the steps in becoming a good leader.
5. Match styles of leadership to correct descriptions.
6. State examples of ways to demonstrate leadership.
7. Select from a list characteristics of an active FHA/HERO member.
8. Select from a list characteristics of a strong FHA/HERO chapter leader.
9. List the ways to make a good first impression.
10. Select from a list proper manners to use when eating in public.
11. Match roles found in groups to correct descriptions.
12. List categories of organizations where leadership skills may be used.
13. Select leaders within your community.
14. Rate yourself as a leader.
15. Interview a person in a leadership role.
16. Demonstrate the ability to tie a necktie or scarf.

BECOMING A FHA/HERO LEADER
UNIT IV

SUGGESTED ACTIVITIES

I. Unit contents

- A. Objective sheet
- B. Suggested activities
  1. Supplements
     - a. Supplement #1 — Leadership Handouts
     - b. Supplement #2 — Production Company Simulation Game
  2. Transparency masters
     - a. TM 1 — Leadership
     - b. TM 2 — Traits of a Good Leader
     - c. TM 3 — Leadership Styles
     - d. TM 4 — Roles of a Good Leader
     - e. TM 5 — Roles of a Good Leader (Continued)
     - f. TM 6 — Roles of a Good Leader (Continued)
     - g. TM 7 — Roles of a Good Leader (Continued)
     - h. TM 8 — Roles of a Good Leader (Continued)
- C. Information sheets
- D. Assignment sheets
  1. Assignment Sheet #1 — Select Leaders Within Your Community
  2. Assignment Sheet #2 — Rate Yourself as a Leader
  3. Assignment Sheet #3 — Interview a Person in a Leadership Role
- E. Answers to assignment sheets
- F. Job sheet
  1. Job Sheet #1 — Demonstrate the Ability to Tie a Necktie or Scarf
- G. Test
- H. Answers to test

SUGGESTED ACTIVITIES

II. Instructor's guide

A. Obtain materials to supplement unit.

1. Video tape

a. *The Miracle Man*. this tape is available from American Media, Inc.; 1454 30th Street, Suite 105; West Des Moines, Iowa 50265. You may also call toll free 1-800-262-2557.

2. Books

a. *The Situational Leader* by Paul Hersey. This book is available through most libraries or may be purchased from Warner Books, Inc., c/o Ballantine Books, Inc., 201 East 50th Street, New York, New York 10022. You may also call 1-800-638-6460 or (212) 751-2600.

b. *Management of Organizational Behavior: Utilizing Human Resources* by Paul Hersey and Kennith H. Blanchard. This book is available through most libraries or may be purchased for $27.95 from Prentice-Hall, Inc., 200 Old Tappan Road, Old Tappan, New Jersey 07675. You may also call (201) 767-5049.

c. *Leadership Development* by George Shinn. This book is available through most libraries or may be purchased from McGraw-Hill, Inc., 1221 Avenue of the Americas, New York, New York 10020. You may also call 1-800-628-0004 or (212) 512-2000.

B. Gather scissors, tape, and construction paper if you are going to use Supplement #2, Production Company Simulation Game.

C. Read the unit and relevant portions of one or more of the books previous mentioned.

D. Provide your students with the objective sheet.

E. Discuss unit and specific objectives.

1. Emphasize the relationship between membership and leadership that must exist in any successful operating organization.

- Introduce the idea that psychologists say that we, the followers, set the limits for what our leaders to be—and where we want them to lead us. Ask your students to react.

- Write selected quotations on the chalkboard to help your students focus on the relationship between leaders and followers.

"When a genuine leader has done his work, his followers will say. 'we have done it ourselves,' and feel that they can do great things without leaders."

Eric Hoffer
Longshoreman-philosopher

SUGGESTED ACTIVITIES

"You take people as far as they will go, not as far as you would like them to go."

Jeannette Rankin
Congresswoman

"In the world men must deal with according to what they are, and not what they ought to be; and the great art of life is to find out what they are, and act with them accordingly."

Charles C. F. Greville
English political writer

"I make progress by having people around me who are smarter than I am—and listening to them. And I assume that everyone is smarter about something than I am."

Henry Kaiser
industrialist

"No man will make a great leader who wants to do it all himself or to get all the credit for doing it."

Andrew Carnegie
Industrialist

F. Discuss information, assignment, and job sheets.

1. Help your students develop personal meaning for the word "leadership." Use Information Sheet, Sections I, II, and III, Transparencies #1 through #3, and Assignment Sheets #1 and #2.

   - Write names of selected leaders on chalkboard. Ask your students if they can identify or associate with any of them. Why or why not? Ask your students what leadership qualities they associate with each leader.

     Martin Luther King (Black leader who headed the Southern Christian Leadership Conference)

     John F. Kennedy (president of the United States; first Catholic president)

     Vince Lombardi (coach of Green Bay Packers and Washington Redskins)

     Chris Evert-Lloyd (tennis champion)

SUGGESTED ACTIVITIES

Neil Armstrong (astronaut; first man on the moon)

Gloria Steinem (female leader)

Shirley Temple Black (diplomat; former actress)

- Ask your students to write the names of at least six national and world leaders that they admire and the names of leaders they do not admire. Ask the students to discuss why they do or do not respect these leaders.

- Help your students make appointments to complete Assignment Sheet #2. Make suggestions or recommendations as needed.

2. Carefully explain the steps of becoming a good leader as presented in Information Sheet, Section IV.

   - Ask your students how they think the leaders mentioned previously became leaders.

   - Ask your students how they might improve themselves as leaders in school.

   - Have your students complete Assignment Sheet #3 and to discuss the results with the class. This openness will help your students to become a leader.

3. Use Transparency #2 to help discuss Information Sheet, Section V.

   - Ask your students how they would categorize the leaders that were discussed earlier.

   - Make a list of various leaders in your community or school on chalkboard and have your students place each leader in the right category.

     (NOTE: Explain to your students that though the categorization that the class arrives at for particular leaders may or may not be exact. You may also add that under given situations, a leader may be required to change leadership style.)

4. Help students begin to realize that leadership is displayed in many ways; use Information Sheet, Section VI.

   - Use Supplement #1, Production Company Simulation Game, to demonstrate the interdependence existing between leaders and followers.

     (NOTE: To be most effective, this simulation should be repeated in five-minute time intervals four times during one class period.)

SUGGESTED ACTIVITIES

- After playing Production Company Simulation Game, ask the following questions:

  What planning, assessing, organizing, delegating, or specializing took place?

  What roles did you see in each group?

  Was there a display of good leadership qualities such as tactfulness, enthusiasm, encouragement, discipline, instruction, and cooperation?

  What happened when a member was absent or did not show up to complete his or her responsibilities, such as that person not being allowed to begin the game?

  What happened when working conditions were not adequate, such as when the scissors were not used for two minutes?

  What happened when members of the production group were late or did not have a good time schedule to follow in completing the task, such as the people who quit working for one minute?

  Was the person who had the idea for what to make the same person who did the cutting and/or taping? Was it the same person who provided encouragement and enthusiasm? Are all roles in the group important? Would the same people always play the same roles regardless of the group's goal or task?

  Was there anyone in the group who willingly or unwillingly did not participate? If so, what could be done to use everyone's talents?

5. Discuss information and assignment sheets.

   - Emphasize that FHA/HERO membership is the only viable source for good FHA/HERO leaders and officers; use Information Sheet, Sections VII and VIII to discuss characteristics of good members. Have students complete Assignment Sheet #1.

6. Emphasize the importance of leaders making a good first impression; use Information Sheet, Sections IX and X.

   - Have students practice guidelines given in Section IV.

   - Invite a resource person to discuss the importance of using manners while eating in public.

7. Use Transparencies #4 through #8 to help discuss Information Sheet, Section XI. Have your students complete Supplement #2 if you have not already.

SUGGESTED ACTIVITIES

8. Information Sheet, Section XII, can be supplemented with a list provided by each student.

   - Have each of your students list the organizations that they feel leadership skills are necessary and those that leadership skills are not necessary. Write the answers on the chalkboard and discuss the results.

     (NOTE: After you have discussed the results, explain to your students that all organizations require leadership skills.)

G. Assign Job Sheet #1

H. Give test

I. Critique test and discuss in class.

III. Unit references

A. Patton, Bob, et. al. *VICA: Learn, Grow, Become*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1984.

B. Patton, Bob, and Cecil Cox. *Vocational Agriculture III*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1978.

BECOMING A FHA/HERO LEADER
UNIT IV

SUPPLEMENT #1 — LEADERSHIP HANDOUTS

THE MAGIC WORD

- The Magic Word is **ATTITUDE**!!!
- Attitude—the position or bearing as indicating action, feeling, or mood.
- Life is a cause and effect relationship.

  "Human beings can alter their lives by altering their attitudes of mind."
- Your attitude about yourself determines your attitude toward the world.
- Attitude is the reflection of a person—what is going on in the inside shows the outside.
- Expect more good out of life than bad. Expect to succeed more than you fail.
- Your environment is really a mirror of your mental attitude.

  "Small deeds done are better than great deeds planned." — Peter Marshall

  "You won't find many success rules that will work, unless you do." -- *Friendly Chat*

  "If you are set on making good somewhere, why not make good where you are?" — *Try Square*
- If I cannot do great things, I can do small things in a great way.

  "Before you can do something, you must first be something." — Goethe
- You must act, look and feel successful before you can become successful.
- Unto himself, each person is the most important individual on earth.
- Before a person can achieve the kind of life he wants, he must become that kind of individual.

  "Success or failure in any undertaking is caused more by the mental attitude—even than by mental capacities." — Walter Dill Scott, Northwestern University

SUPPLEMENT #1

SUMMARY:

1. It is our attitude at the beginning of a task which, more than anything else, will affect its successful outcome.

2. It is our attitude toward life which will determine life's attitude toward us.

3. We are interdependent. It is impossible to succeed without others. And it is our attitude toward others which will determine their attitude toward us.

4. Before a person can achieve the kind of life he wants, he must become that kind of individual . . . he must THINK, ACT, TALK, WALK, AND CONDUCT himself in all of his affairs—as would the person he wishes to become.

5. The higher you go in any organization of value, the better will be the attitudes you will find.

6. Your mind can hold only one thought at a time. Since nothing can be gained by holding negative thoughts, hold successful positive thoughts.

7. The deepest craving of human beings is to be needed, to feel important, to be appreciated. Give it to them, and they'll return it to you.

8. Part of a good attitude is to look for the best in new ideas . . . and look for good ideas everywhere.

9. Don't waste time broadcasting your personal problems. It probably won't help you—it can't help others.

10. Don't talk about your health unless it's good (unless you are talking to your doctor).

11. Radiate the attitude of well-being, of confidence, of a person who knows where they are going.

12. Treat everyone with whom you come in contact as the most important person on earth.

SUPPLEMENT #1

MIRACLE OF YOUR MIND

- We use only 10% of our mental capacities.

  "Successful people are not people without problems; they are simply people who have learned to solve their problems."

  Robert Seashore, Chairman
  Department of Psychology
  Northwestern University

- Living successfully, getting the things we want from life, is a matter of solving the problems which stand between where we now are and the point we wish to reach!

  "The only thing about a man that is a man is his mind. Everything else you can find in a pig or a horse."

  Archibald Macleish

- Brainstorm daily.

- Of things people worry about:

  40% of them will never happen.
  30% have already happened and can't be changed.
  12% are needless worries about our health.
  10% are petty, miscellaneous worries.
  8% are real

  Therefore, separate the real from the unreal and don't waste time or energy worrying about needless things.

- The only thing in the world that can take you to your goals in life is your mind.

GREEN PASTURES

- Each of use, at this moment, is standing in the middle of his own "acres of diamonds."

- While we're looking at other pastures, other people are looking at ours!

- No matter what your goal may be, the road to it can be found somewhere in the work which you now find yourself.

- Jobs don't have futures; people do.

  "Unless a man has trained himself for his chance, the chance will only make him ridiculous. A great occasion is worth to a man exactly what his preparation enables him to make of it." — Matthews

SUPPLEMENT #1

- Develop *intelligent objectivity*.
- Know your profession!
- Successfully serving and getting along with people will determine success or failure.
- To become a professional, study these three subjects:

  1. Our company and industry
  2. Our job
  3. People

"No man can become rich without enriching others. Anyone who adds to prosperity must prosper in turn."

- We poke ourselves into jugs beyond which we cannot grow. Let's remove the limitations we've set upon ourselves.
- Only preparation can insure our taking advantage of the opportunities which will present themselves in the future; opportunities which are around us now.
- Put your imagination to work on the many ways and means of improving what you are now doing.

"If a man has any brains at all, let him hold onto his calling, and in the grand sweep of things, his turn will come at last . . . " — McCune

A WORTHY DESTINATION

- Keep track of unusual accomplishments.
- Have a goal—fix in your mind a point you have to reach.

"What the mind of man can conceive—and believe—it can achieve."

- SUCCESS—"Success is the progressive realization of a worth ideal!"
- Each of us must decide for ourselves what our goal is.
- Proceeding successfully through a lifetime should be a matter of progressively setting and achieving goals, one after another, each a little bit better than the former.
- You can only achieve one goal at a time.
- Establishing a goal is vital to success because "we become what we think about."

"The man without a purpose is like a ship without a rudder." — Carlyle

SUPPLEMENT #1

THE PHYSICAL YOU

(Mental and Emotional Health)

YOUR DAILY PRACTICE GUIDE TO THE HAPPINESS HABIT

- I will be as cheerful as possible.
- I will try to feel and act a little more friendly toward other people.
- I will be a little less critical and a little more tolerant of other people, their faults, failings and mistakes.
- I will act as if success were inevitable.
- I will practice "acting like" and "feeling like" the new personality.
- I will not let my opinion color facts in a pessimistic or negative way.
- I will practice smiling at least three times during the day.
- I will react as calmly and as intelligently as possible regardless of what happens.
- I will ignore and close my mind to all those pessimistic and negative "facts" which I can do nothing about.

BECOMING A FHA/HERO LEADER
UNIT IV

SUPPLEMENT #2 — PRODUCTION COMPANY SIMULATION GAME

I. Object — Setting and achieving realistic goals; working as a member of a productive team

II. Preparation

A. Make a copy of the box pattern that follows for each group.

B. Divide students into groups of approximately six to eight persons.

C. Provide each group with the following materials: one pair of scissors, one roll of tape, pattern for box, and about 150 sheets of construction paper.

III. Play

A. Explain that each group is to act as a company that makes boxes. Each team should decide on a "company name" and elect a supervisor.

B. Demonstrate how to make construction-paper boxes, using the pattern that follows.

C. Instruct each "company" to set goals for the number of boxes they plan to produce during each five-minute period.

D. Have the supervisor of each company draw slips of paper that have problems written on them before you begin each five-minute session.

EXAMPLES: Employees strike (do not allow anyone to work the first two minutes of the next round)

Two employees do not show up for work (two players are taken out of the team)

Two employees are late for work (two players sit out the first minute of the next round)

Equipment was not properly cared for and, consequently, broke down (team cannot use the scissors for the first two minutes of the next round)

Shortage of raw materials (reduce the amount of construction paper available)

Equipment was not properly cared for and, consequently, broke down (team cannot use tape for first minute of the next round)

SUPPLEMENT #2

E. Time each work period, and record the goals and actual achievements on the chalkboard as shown as example below.

EXAMPLE:

	NUMBER OF BOXES							
	Company Name		Company Name		Company Name		Company Name	
	Goal	Produced	Goal	Produced	Goal	Produced	Goal	Produced
Period #1	5	2	6	4	3	3	4	3
Period #2								
Period #3								
Period #4								

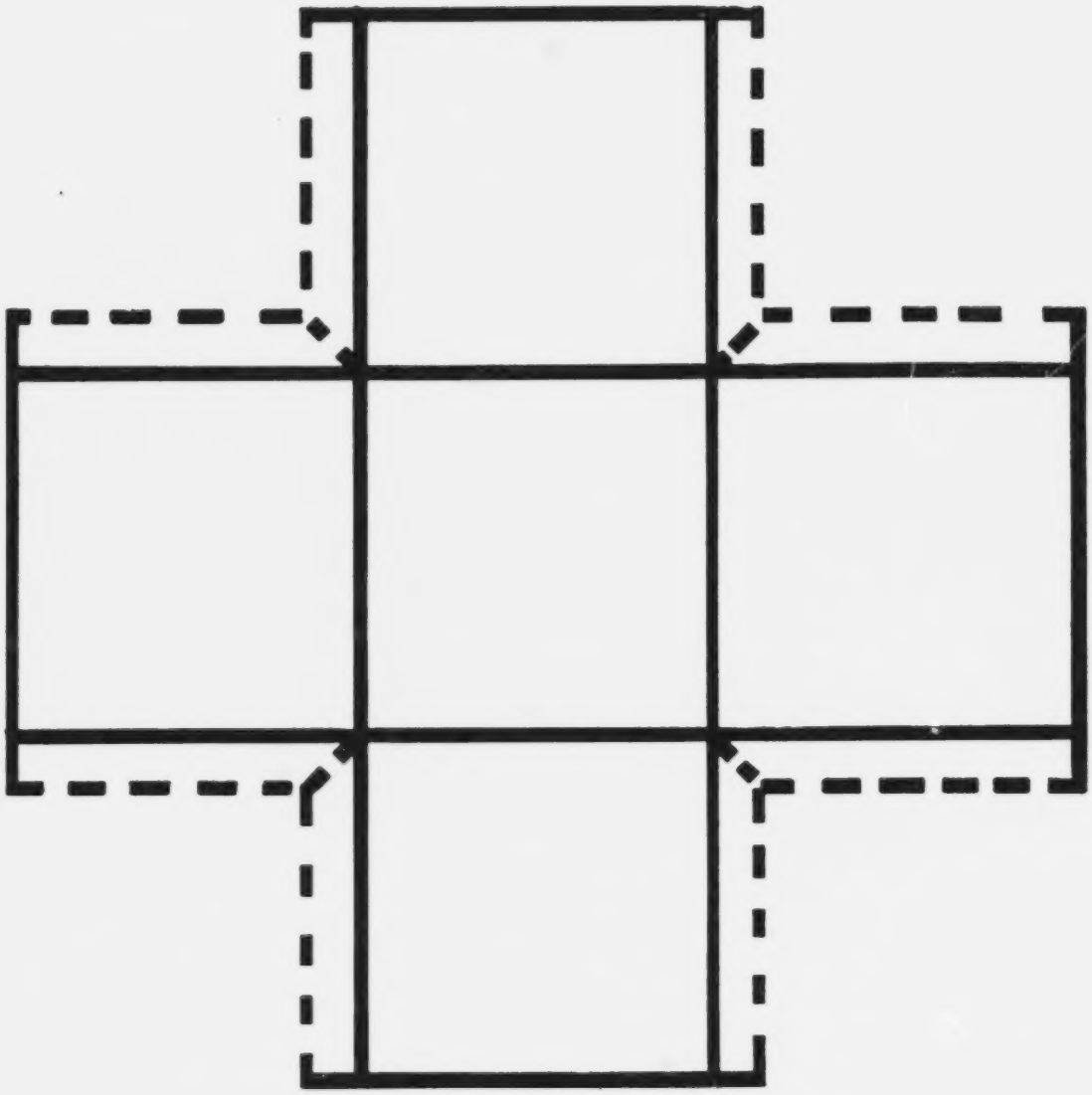
F. Act as the Quality Control Department and do not accept poorly constructed boxes.

G. Remind the "companies" that the number of boxes produced does not count until they have been delivered to you.

(NOTE: After a few five-minute periods, the companies should be setting and achieving realistic goals.)

H. Have students clean up the scraps of paper from the floor and work area.

SUPPLEMENT #2



Leadership

"Leadership is the ability to get a person to do what you want him to do, when you want it done, in a way you want it done, because he wants to do it."

Eisenhower

Leadership Styles

autocratic

democratic

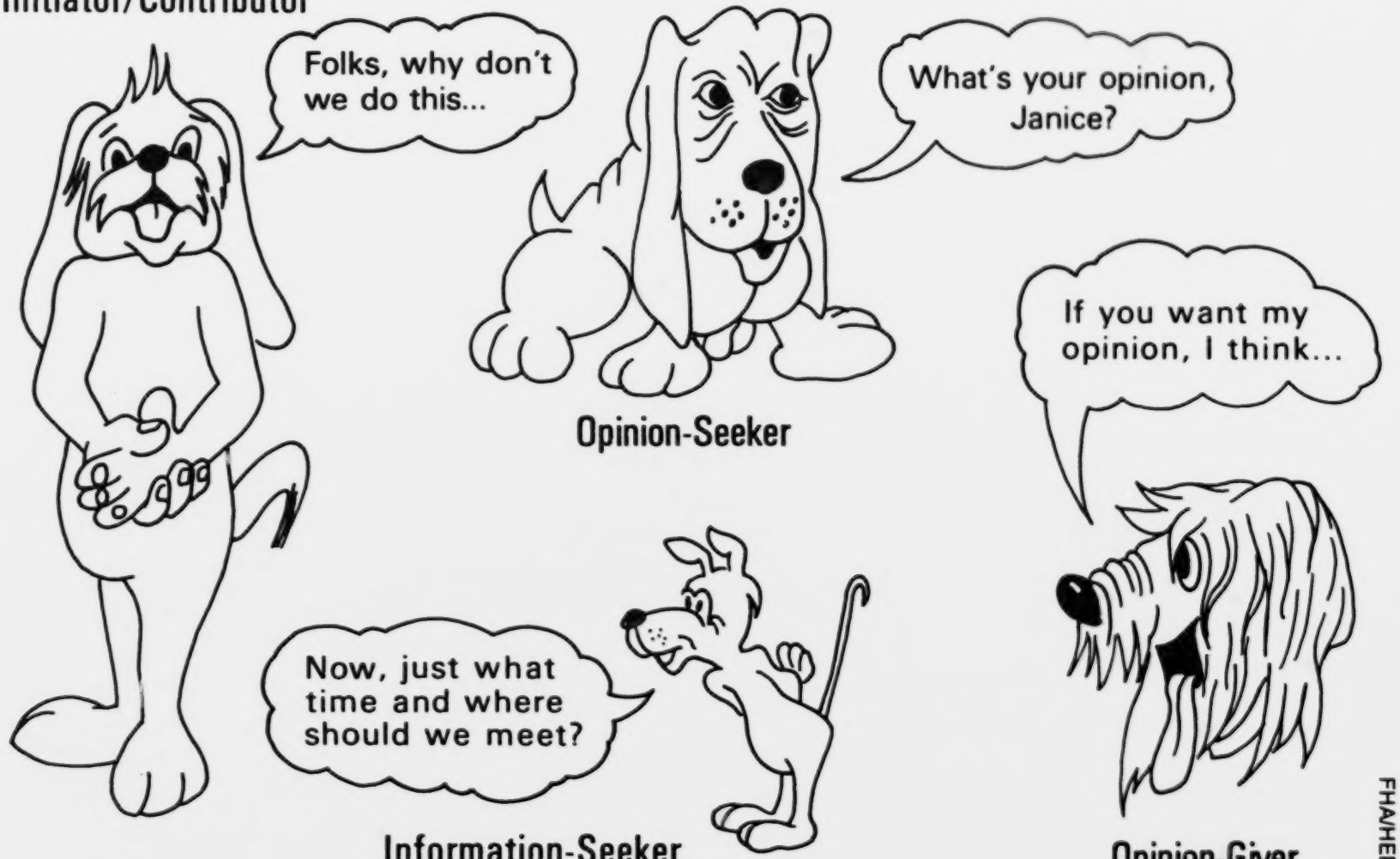
laissez faire

Traits of a Good Leader

RESPONSIBLE
HONEST
ENERGETIC
MENTALLY ALERT
INSPIRING
COOPERATIVE
DIPLOMATIC
SELF-CONFIDENT
OPEN-MINDED
PROGRESSIVE
SENSE OF HUMOR
TOLERANT
TACTFUL

Roles Found In Groups

Initiator/Contributor


Folks, why don't we do this...
What's your opinion, Janice?
If you want my opinion, I think...
Now, just what time and where should we meet?

Opinion-Seeker

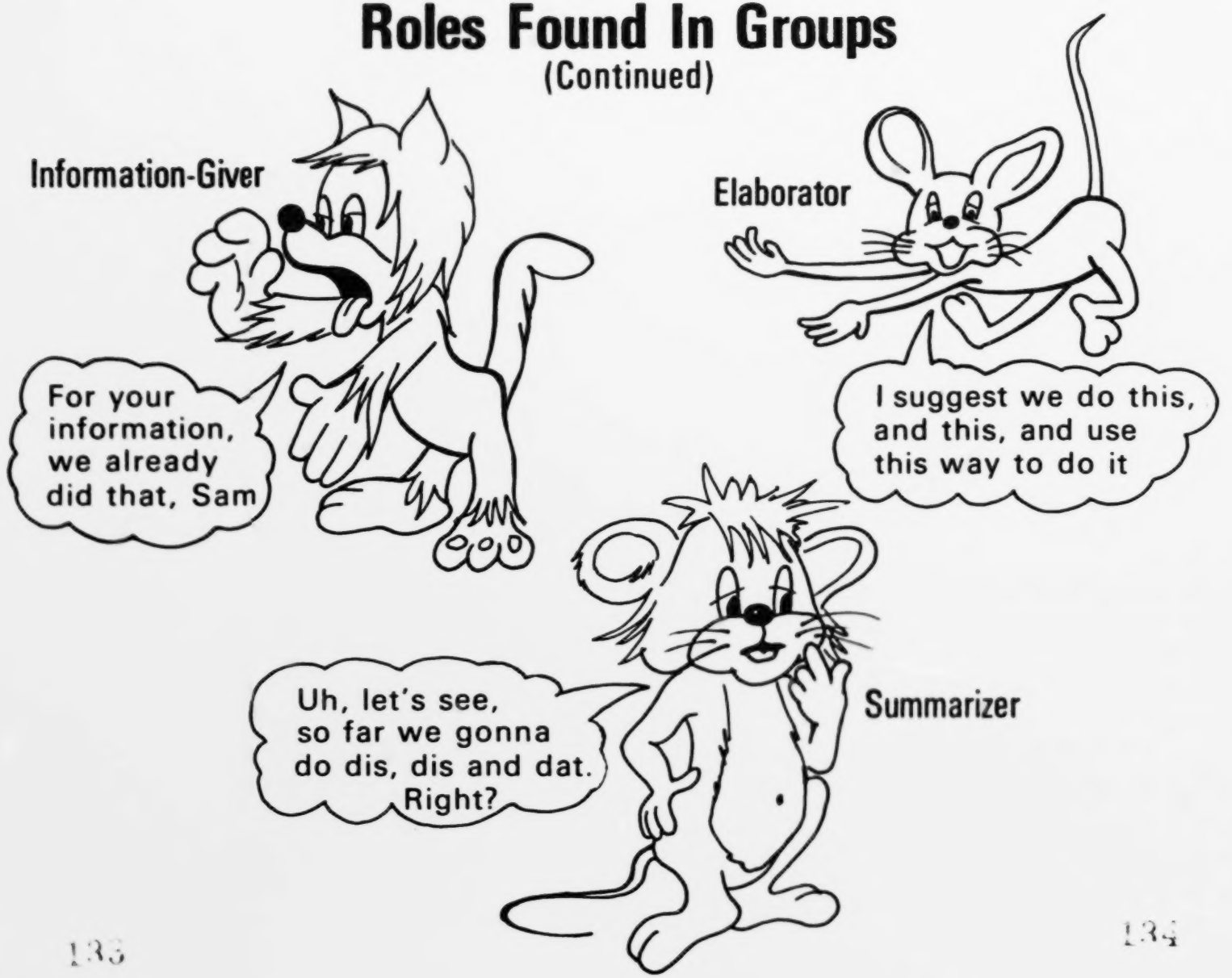
Information-Seeker

Opinion-Giver

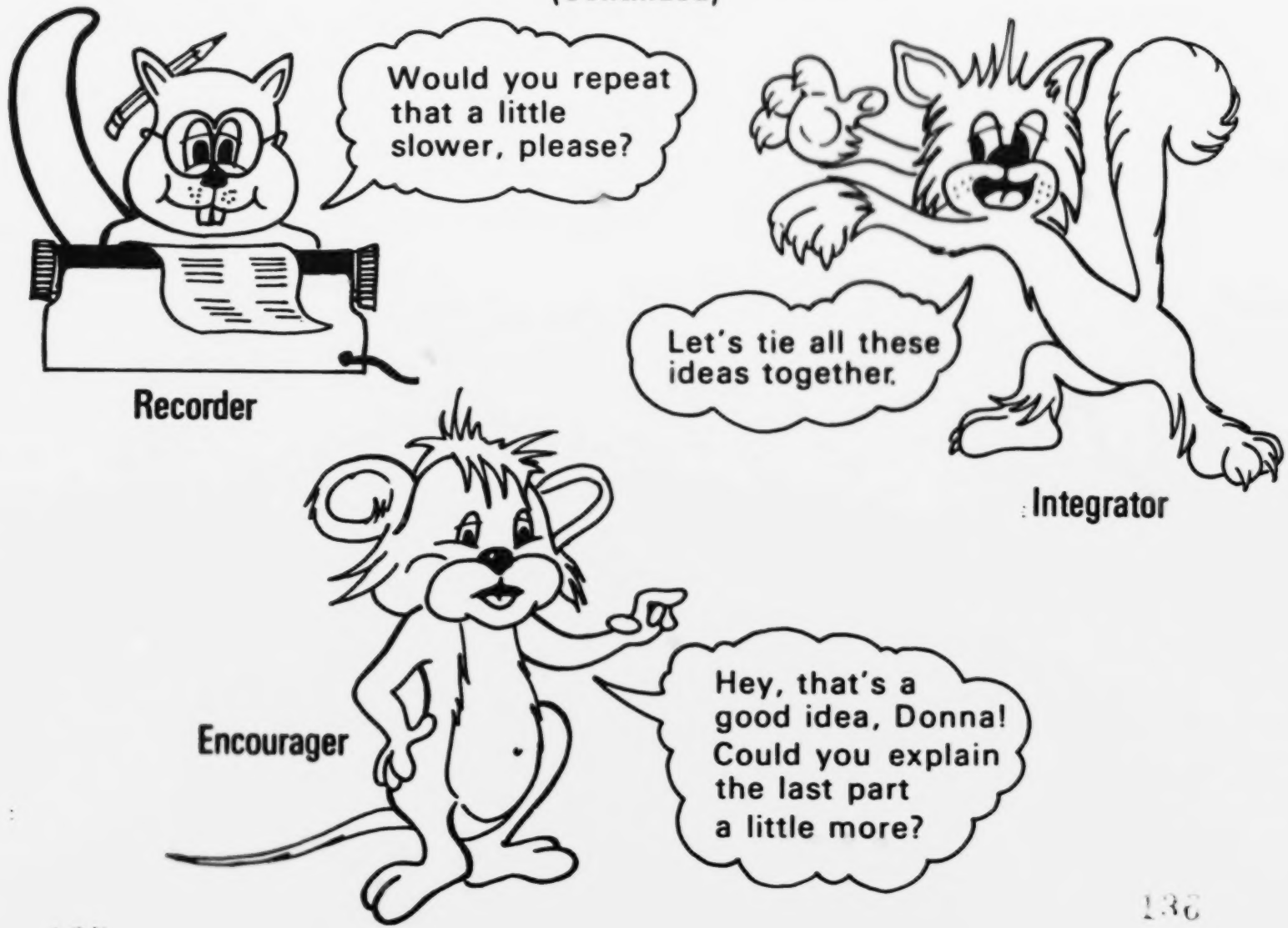
TM 4

FHA/HERO-147

Roles Found In Groups
(Continued)


Information-Giver
For your information, we already did that, Sam
Elaborator
I suggest we do this, and this, and use this way to do it
Uh, let's see, so far we gonna do dis, dis and dat. Right?
Summarizer

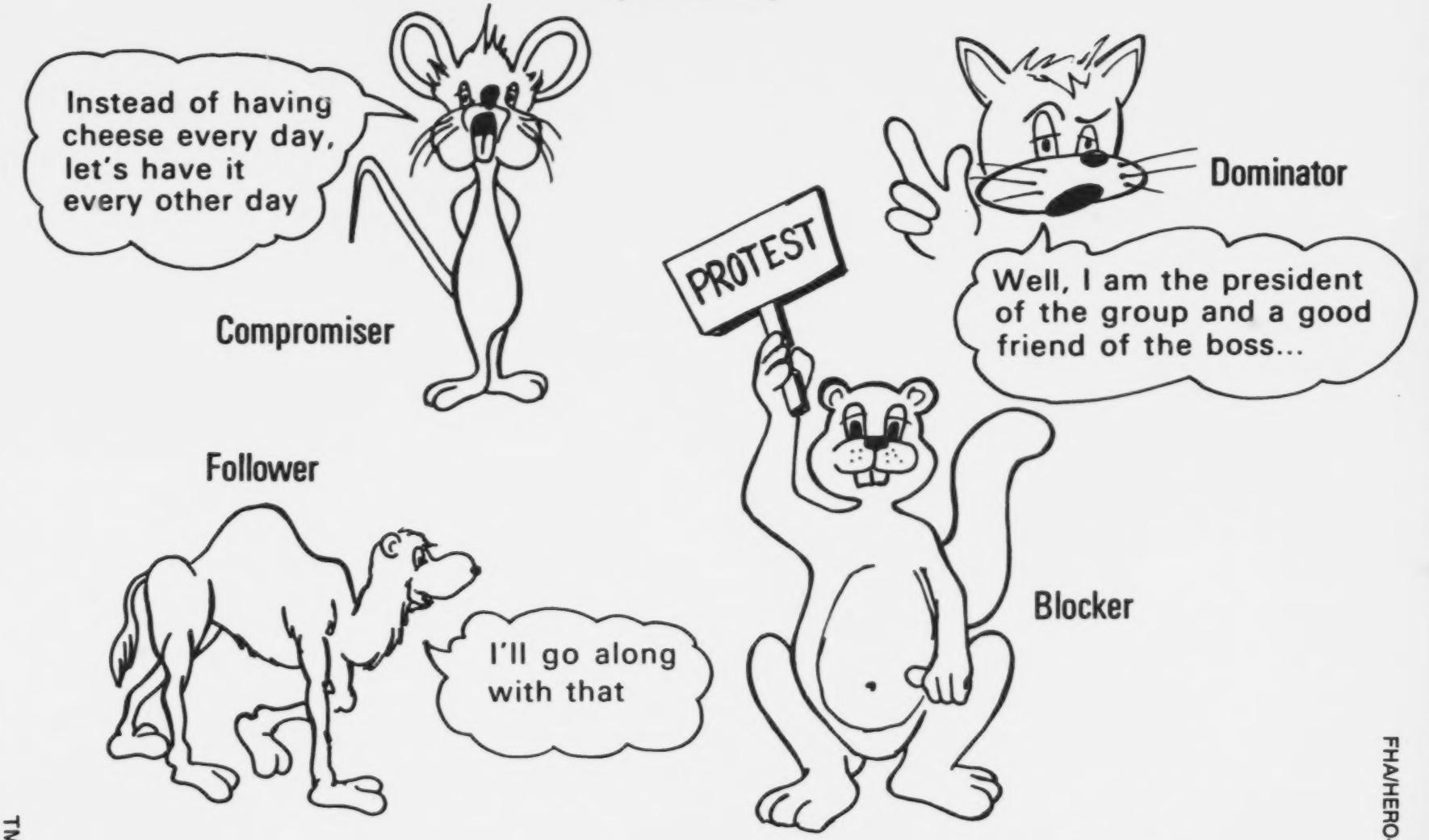
Roles Found In Groups
(Continued)


Would you repeat that a little slower, please?
Recorder
Let's tie all these ideas together.
Integrator
Hey, that's a good idea, Donna! Could you explain the last part a little more?
Encourager

TM 6

FHA/HERO-151

Roles Found In Groups
(Continued)


Instead of having cheese every day, let's have it every other day
Compromiser
Dominator
PROTEST
Well, I am the president of the group and a good friend of the boss...
Follower
I'll go along with that
Blocker

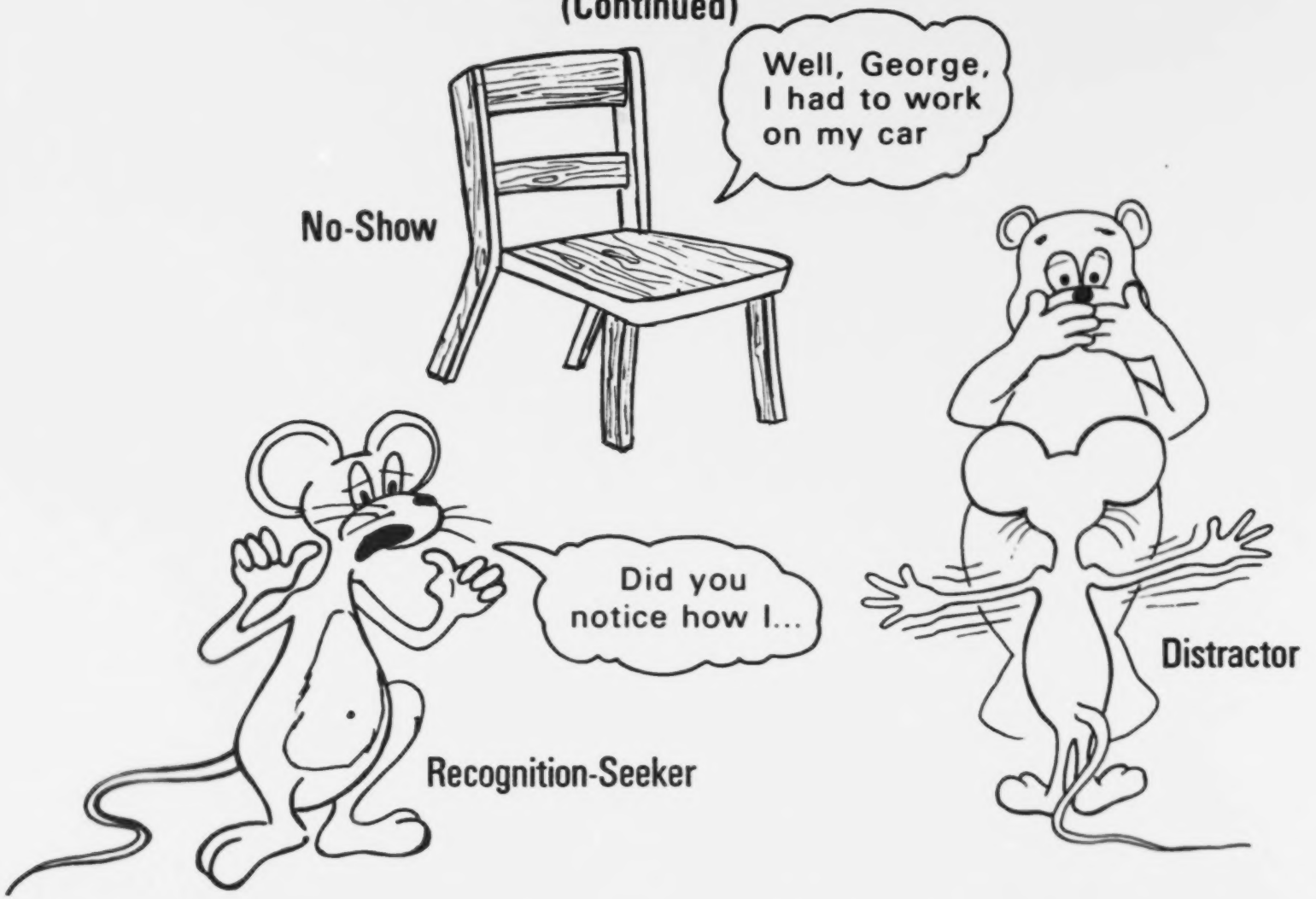
TM 7

137

136

FHA/HERO-153

Roles Found In Groups
(Continued)



TM 8

FHA/HERO-155

BECOMING A FHA/HERO LEADER
UNIT IV

INFORMATION SHEET

I. Leadership — Combination of qualities which inspires confidence, draws others toward the leader, and causes them to follow (Transparency 1)

II. Characteristics of a FHA/HERO leader

- A. Positive ATTITUDE
- B. Self motivator
- C. Professional
- D. Success oriented
- E. "Self" understanding
- F. Polite
- G. Enthusiastic
- H. Well mannered
- I. Humble
- J. Neatly dressed and groomed
- K. Hard working
- L. Responsible
- M. Patriotic

II. Reasons for becoming a good leader

- A. Develops leadership, which is needed in all fields
- B. Is a challenge to learn leadership skills
- C. Creates respect for others
- D. Helps individuals to mature
- E. Improves living conditions

IV. Steps in becoming a good leader

(NOTE: Leaders are made, not born.)

- A. Study qualities of a good leader
- B. Evaluate your strong and weak points

INFORMATION SHEET

C. Become a good follower

(NOTE: It is important to become a good follower before becoming a good leader.)

D. Develop a plan for training yourself as a leader

V. Styles of leadership (Transparency 2)

(NOTE: The most successful leader uses all three types of leadership, depending on the circumstances and the people involved. The person who uses only one style will have trouble due to the individual differences of the people in the work group. Certain personalities seem to require different types of leadership.)

A. Autocratic

(NOTE: This style is used best with aggressive, hostile, or insecure persons or in a binding situation.)

1. Does all the planning, organizing, controlling, and coordinating
2. Gives more emphasis to getting the job done than to the feelings of others
3. Is characterized by close supervision

B. Democratic

(NOTE: This style is used best with aggressive, cooperative persons. It works well with established employees and methods.)

1. Shows consideration for others
2. Listens to and uses good ideas from others
3. Is characterized by general supervision
4. Defines goals and lets co-workers use their judgment about how to do the job to some extent
5. Checks with the co-workers periodically to reward and/or make necessary corrections

C. Laissez faire (Lay say fair)

(NOTE: This style is used best with aggressive, cooperative, individualistic persons.)

1. Passes on information and direction from higher authority

INFORMATION SHEET

2. Depends entirely on others to get the job done

VI. Ways to show leadership

A. Family

1. Make an effort to get along with brothers and sisters
2. Make an effort to create cooperation between family members who often quarrel or disagree
3. Perform assigned home chores without balking or fighting
4. Offer to help parents with work projects, or brothers and sisters with homework or personal projects, even if they do not ask
5. Abide by family rules
6. Make a genuine effort to find and propose solutions or compromises when you and your parents or siblings disagree

B. Friends and acquaintances

1. Do not give in to suggestions to do things that you know you should not do, or do not really want to do
2. Be loyal
3. Give good advice if asked for it, and as little as possible if not
4. Help to build friends' confidence by not putting them down, even in fun
5. Make an effort to be friendly to everyone, especially those who seem to lack confidence and need friendship

C. School

1. Treat school properly with respect
2. Be positive toward instructors and school administrators
3. Volunteer to serve on school and chapter committees
4. Do your committee assignment after you have it
5. Speak up in class and in chapter meetings
6. Agree to hold a chapter office if you are asked to do so
7. Be proud of the skills you are learning

INFORMATION SHEET

D. Community

1. Respect community property
2. Make an effort to learn about community government
3. Read the newspaper
4. Obey the laws
5. Offer your services as a volunteer in getting out the vote, cleaning up the community, collecting for charities

VII. Characteristics of an active FHA/HERO chapter member

(NOTE: From good FHA/HERO members come good leaders. These leaders must be able to serve as officers and as the chapter's committee chairmen. They also represent their chapter before civic groups and are the ones most frequently seen by the public as leaders.)

A. Assumes responsibility for sharing business at hand during meetings

B. Has pride in chapter; is willing to express ideas for the chapter's benefit

C. Is tolerant of other members' ideas

D. Is aware of purposes of chapter meetings and helps to accomplish these purposes

E. Gives constructive criticism for the good of the chapter

VIII. Characteristics of a strong FHA/HERO chapter leader

A. Has poise, confidence, and the capability to do job

B. Gives proper attention to preplanning FHA/HERO meetings and committee work

C. Demonstrates interest by own attitude; practices good democratic principles in dealing with members

D. Gives credit to others for their contributions.

E. Realizes the importance of letting others share in responsibilities; believes in the FHA organization and has a sincere desire to serve all members

IX. Ways to make a good first impression

(NOTE: FHA/HERO members and leaders share the responsibility for representing themselves, as well as the local chapter.)

A. Give a firm handshake

(NOTE: Do not grip the other person's hand too firmly or too limply.)

INFORMATION SHEET

B. Smile and look the person in the eye when shaking hands

C. When introduced, repeat the person's name correctly and use it immediately

D. Talk with your new acquaintance, but do not try to do all of the talking

E. Say good-bye with an expression of pleasure for having met the person

X. Proper manners to use when eating in public

(NOTE: More than likely as a FHA/HERO member you will eat in public; perhaps it will be the chapter banquet or maybe even part of a job interview. You will feel more at ease if you know that you are able to use proper manners.)

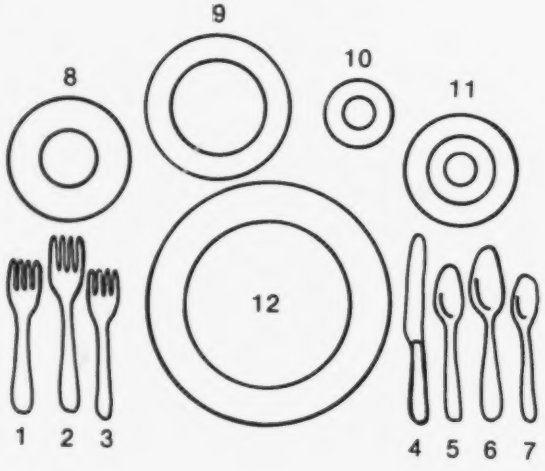
A. Wait to begin eating until everyone at your table has been served

B. Place your napkin on your lap before you start to eat

C. Use the utensil on the outside first and work toward the plate (Figure 1)

(NOTE: Arrangement and amount of silverware on the table can vary according to the type of restaurant and meal.)

FIGURE 1



1. Salad Fork
2. Dinner Fork
3. Pie Fork
4. Dinner Knife
5. Coffee Spoon
6. Soup Spoon
7. Appetizer Spoon
8. Salad Plate
9. Bread Plate
10. Water Glass
11. Coffee Cup and Saucer
12. Dinner Plate

INFORMATION SHEET

D. Do not move your dishes around

E. Eat quietly, and chew with your mouth closed

(NOTE: Do not talk with your mouth full.)

F. Leave an appropriate tip

(NOTE: A tip of 15 percent of the total bill is acceptable at most restaurants.)

XI. Roles found in groups

A. Initiator/contributor — Suggests or proposes new ideas or changes to the group (Transparency 3)

B. Opinion-seeker — Asks not for the facts primarily but for a clarification of the values involved in a suggestion made or in alternative suggestions (Transparency 3)

C. Opinion-giver — States own beliefs and emphasizes own views (Transparency 3)

D. Information-seeker — Asks for information and facts pertinent to the problem being discussed (Transparency 3)

E. Information-giver — Offers facts or generalizations to the group which are relative to his/her own experiences (Transparency 4)

F. Elaborator — Spells out suggestions in terms of examples (Transparency 4)

(NOTE: The elaborator offers a rationale for suggestions and tries to deduce how any idea or suggestion might work out if adopted by the group.)

G. Summarizer — Pulls ideas together so group might see where they are in their deliberation (Transparency 4)

H. Integrator — Tries to extract key points from several ideas and show what they have in common (Transparency 5)

I. Recorder — Writes down the suggestions and group decisions (Transparency 5)

J. Encourager — Praises, agrees with, and accepts the contributions of others (Transparency 5)

(NOTE: The encourager is able to draw out other people and make them feel their their ideas are important and worth hearing.)

K. Compromiser — Yields own position and admits her/his error or offers to meet halfway (Transparency 6)

INFORMATION SHEET

L. Follower — Goes along with the movement of the group (Transparency 6)

(NOTE: The follower may be an excellent worker but more or less passively accepts the ideas of others, serving as an audience in group discussion and decision-making.)

M. Dominator — Tries to assert authority or superiority in manipulating the group or certain members (Transparency 6)

N. Blocker — Tends to be negative to all ideas, rejecting without reason (Transparency 6)

O. No show — Doesn't care enough to show up for meeting (Transparency 7)

P. Recognition-seeker — Seeks in whatever way possible to call attention to himself/herself or to own activities and accomplishments (Transparency 7)

Q. Distractor — Displays lack of involvement in the group processes (Transparency 7)

(NOTE: Activity may take the form of horseplay, cynicism, fooling around with gadgets, and other forms of distracting behavior.)

XII. Categories of organizations where leadership skills may be used

(NOTE: The purposes and activities of many organizations overlap into several areas. The differences often exist only in membership requirements and in the origin of the organization. A large number of the organizations also include social activities in their program of work.)

A. Work

EXAMPLES: Supervisor, co-worker, union member

B. School

EXAMPLES: AIASA, HOSA, FFA, VICA, DECA, FBLA, FHA/HERO, student council

C. Church

EXAMPLES: Youth group, boards, committees

D. Civic/service clubs

EXAMPLES: Kiwanis, Lions, Rotary, Exchange, Jaycees, Masons, Knights of Columbus, Shriners, Odd Fellows, Demolay, Rainbows, Eastern Star, Elks Lodge, Moose Lodge

INFORMATION SHEET

E. Economic organizations

EXAMPLES: Chamber of Commerce, cooperatives, Cattlemen's Association

F. Professional organizations

EXAMPLES: Business and Professional Women, National Education Association

G. Charitable organizations

EXAMPLES: United Fund, Red Cross

H. Advisory committees

EXAMPLES: Vocational program advisory committee, advisory committee for building a new lake near the city

I. Special interest group

EXAMPLES: Veterans of Foreign Wars, American Legion, county fair board, Fraternal Order of Police, ecology groups, Alcoholics Anonymous

J. Political organizations

EXAMPLES: Republicans, Democrats

K. Support groups

EXAMPLES: Parent-Teacher Association, band boosters, FHA/HERO alumni groups

L. Age-oriented groups

EXAMPLES: Scouts, senior citizens groups

M. Athletic groups

EXAMPLES: Riding clubs, ski clubs, Little League

BECOMING A FHA/HERO LEADER
UNIT IV

ASSIGNMENT SHEET #1 — SELECT LEADERS WITHIN YOUR COMMUNITY

NAME _____ SCORE _____

A. Select three individuals in your local community who appear to you to be good leaders. List three leadership traits that you believe each individual possesses.

NAME	LEADERSHIP TRAITS
1. _____	a. _____
	b. _____
	c. _____
2. _____	a. _____
	b. _____
	c. _____
3. _____	a. _____
	b. _____
	c. _____

B. Determine what type of city government you have in your community.

_____

_____

C. Who are the leaders in city government?

_____

_____

_____

_____

D. Name four civic or community clubs in your community.

1. _____
2. _____
3. _____
4. _____

BECOMING A FHA/HERO LEADER
UNIT IV

ASSIGNMENT SHEET #2 — INTERVIEW A PERSON IN A LEADERSHIP ROLE

NAME _____ SCORE _____

Part of being a leader involves getting along with others. This activity will provide an opportunity for you to experience personal interactions first-hand.

Arrange to interview a leader in your school or community. To help you begin, a list of questions you might ask the leader is given below. Space is provided to allow you to jot down answers given to you during the interview.

A. How long have you served in a leadership role?

_____

B. What made you seek this leadership role?

_____

_____

C. Do you like serving in a leadership role? Why?

_____

_____

D. What duties accompany your leadership position?

_____

_____

E. What are the personal and professional benefits of leadership to you?

_____

_____

_____

_____

ASSIGNMENT SHEET #2

F. What character traits do you think are common to all leaders?

G. What character traits do you think are not common to all leaders?

BECOMING A FHA/HERO LEADER
UNIT IV

ASSIGNMENT SHEET #3 — RATE YOURSELF AS A LEADER

NAME _____ SCORE _____

Serving in a leadership role, such as chapter officer or member, can be fun and challenging. It can also be frightening depending on your self-confidence and experience. Leaders tend to exhibit certain personality characteristics.

PART I

Complete the following self-rating scale. Use the key at the end of this assignment to see how you rate and to determine areas in which you need help. Circle the appropriate number following each trait:

4 — outstanding

3 — above average

2 — average

1 — poor

Total your score after completing the questions by adding the circled numbers.

(NOTE: You may want a classmate to rate you to see if the evaluations are the same.)

		Poor	Average	Above Average	Outstanding
A.	Do I maintain a well-groomed appearance?	1	2	3	4
B.	Do I delegate duties?	1	2	3	4
C.	Is my posture alert and poised?	1	2	3	4
D.	Is my disposition cheerful?	1	2	3	4
E.	Am I patient?	1	2	3	4
F.	Do I exert positive leadership?	1	2	3	4
G.	Am I generally thoughtful of the feelings of others?	1	2	3	4

ASSIGNMENT SHEET #3

		Poor	Average	Above Average	Outstanding
H.	Is my enthusiasm sincere and contagious?	1	2	3	4
I.	Do I keep trying until I achieve success?	1	2	3	4
J.	Am I sincere in my interest in other people?	1	2	3	4
K.	Am I working to get ahead?	1	2	3	4
L.	Do I get along well with others?	1	2	3	4
M.	Do I react well to criticism?	1	2	3	4
N.	Do I remember names and faces?	1	2	3	4
O.	Am I always on time?	1	2	3	4
P.	Am I cooperative?	1	2	3	4
Q.	Am I free of prejudice?	1	2	3	4
R.	Do I know how people react in most situations?	1	2	3	4
S.	Am I generally a good listener?	1	2	3	4
T.	Do I refuse to be hurt by what other people say?	1	2	3	4
U.	Can I criticize without giving offense?	1	2	3	4
V.	Do I usually like people for what they are, or do I wait to see if they like me?	1	2	3	4
W.	Do I enjoy being part of a group?	1	2	3	4
X.	Am I reliable?	1	2	3	4

ASSIGNMENT SHEET #3

		Poor	Average	Above Average	Outstanding
Y.	Can I adapt myself to all situations?	1	2	3	4
Z.	Am I not easily discouraged?	1	2	3	4
AA.	Do I apply myself to the problems of each day?	1	2	3	4
BB.	Can I make a decision quickly and accurately?	1	2	3	4
CC.	Am I loyal to my supervisors and associates?	1	2	3	4
DD.	Do I try to understand the other person's point of view?	1	2	3	4
EE.	Am I neat and clean in my work?	1	2	3	4
FF.	Do I know where I make my mistakes, and do I admit them?	1	2	3	4
GG.	Am I looking for chances to serve others better?	1	2	3	4
HH.	Am I following a plan for improvement and advancement?	1	2	3	4
II.	Can I accept honors and advancements and yet keep my feet on the ground?	1	2	3	4
JJ.	Am I dealing honestly and fairly with myself and with others?	1	2	3	4

TOTAL SCORE _____

ASSIGNMENT SHEET #3

PART II

Now evaluate your score. If your score totaled over 100, your personality rating is superior. If you have been honest with yourself, you are among the people who are most likely to succeed. A score of 90 to 100 is above average; 75 to 90 is average; below 75 shows plenty of room for improvement.

A. What are your leadership strengths? _____

_____

_____

_____

_____

_____

B. What are your leadership weaknesses? _____

_____

_____

_____

_____

_____

C. How do you feel that your leadership skills can be improved? _____

_____

_____

_____

_____

_____

BECOMING A FHA/HERO LEADER
UNIT IV

JOB SHEET #1 — TIE A NECKTIE OR SCARF

I. Materials

A. Necktie or scarf

B. Mirror

II. Necktie

A. Procedure for tying a four-in-hand knot (Figures 1-6)

1. Place tie around neck with wide end longer; cross wide end over narrow end

FIGURE 1

2. Bring wide end around and back of narrow end

FIGURE 2

3. Continue bringing wide end completely around and over the front

FIGURE 3

JOB SHEET #1

4. Pull wide end back and up through the center of tie

FIGURE 4

5. Pull point of wide end down through loop; form dimple

FIGURE 5

6. Tighten by sliding knot toward neck

   (NOTE: You should now have a knot that is perfect in size, softly draped, and neatly dimpled.)

FIGURE 6

7. Repeat steps 1 through 6 several times

8. Remove necktie

JOB SHEET #1

B. Procedure for tying a Windsor knot (Figures 7-12)

1. Place tie around neck with wide end about 12 inches longer; loop across and up through neck opening

FIGURE 7

2. Bring wide end around and back of narrow end

FIGURE 8

3. Continue bringing wide end up and over side opposite loop to form a V-knot

FIGURE 9

4. Continue this motion down, around, and over the front

FIGURE 10

5. Bring wide end back under V-knot and pull up through center

FIGURE 11

6. Work end down through outer loop; dimple and tighten

FIGURE 12

7. Repeat steps 1 through 6 several times

8. Remove necktie

II. Scarf

A. Procedure for tying a single square (Figures 13-17)

1. Place scarf around neck while leaving the right end approximately 3 inches longer than the left end

FIGURE 13

JOB SHEET #1

2. Cross the right side over the left

FIGURE 14

3. Pass the same side (longest) up through the loop

FIGURE 15

4. Place the long side down in the front

FIGURE 16

5. Pull the short end until the scarf is snug

FIGURE 17

6. Repeat steps 1 through 5 several times

7. Remove scarf

B. Dog collar square

1. Place scarf around neck while leaving the right end approximately 3 inches longer than the left end

FIGURE 18

2. Wrap scarf around back of neck

FIGURE 19

3. Pass left side (longer end) over and up through right side

FIGURE 20

JOB SHEET #1

4. Tighten and draw up snug to neck

FIGURE 21

5. Adjust to right side

FIGURE 22

6. Repeat steps 1 through 5 several times.
7. Remove scarf

BECOMING A FHA/HERO LEADER
UNIT IV

TEST

NAME _____ SCORE _____

1. Define *leadership*.

_____

_____

_____

2. List seven characteristics of a leader.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

3. Select from the following list reasons for becoming a good leader. Place an "X" in the blanks.

_____a. Creates respect for yourself

_____b. Develops leadership, which is needed in all fields

_____c. Helps individuals to become immature

_____d. Is a challenge to learn leadership skills

_____e. Creates poor living conditions

4. Select from the following list steps in becoming a good leader.

_____a. Become a good follower

_____b. Practice faults of a good leader

_____c. Develop a plan for training others as followers

_____d. Evaluate your strong and weak points

TEST

5. Match the styles of leadership on the right to the correct descriptions by placing the appropriate numbers in the blanks provided.

_____a. Passes on information and direction from higher authority; depends entirely on others to get the job done

_____b. Shows consideration for others; listens to and uses good ideas from others; is characterized by general supervision; defines goals and lets co-workers use their judgment about how to do the job to some extent; checks with co-workers periodically to reward them and/or make necessary corrections

_____c. Does all the planning, organizing, controling, and coordinating; gives more emphasis to getting the job done than to the feelings of others; is characterized by close supervision

1. Autocratic
2. Democratic
3. Laissez faire

6. State three examples of ways to determine leadership in each of the following areas.

a. Family

1) _____

_____

2) _____

_____

3) _____

_____

b. Friends and acquaintances

1) _____

_____

2) _____

_____

3) _____

_____

TEST

c. School

1) _____

_____

2) _____

_____

3) _____

_____

d. Community

1) _____

_____

2) _____

_____

3) _____

_____

7. Select from the following list characteristics of an active FHA/HERO chapter member. Write an "X" in the blank before each correct answer.

_____a. Does not understand the role of a member, and lets others do the work

_____b. Is tolerant of other members' ideas

_____c. Has pride in chapter; is willing to express ideas for the chapter's benefit

_____d. Has little, if any, FHA/HERO pride

_____e. Constantly undermines the chapter by petty criticism

_____f. Assumes responsibility for sharing business at hand during meetings

_____g. Thinks own ideas are the only important ones; does not bother to find out the purpose of meetings and makes little effort to help

_____h. Is aware of purposes of chapter meetings and helps to accomplish these purposes

_____i. Gives constructive criticism for the good of the chapter

_____j. Does not exercise the thinking necessary to arrive at worthwhile ideas

TEST

8. Select from the following list characteristics of a strong FHA/HERO chapter leader. Write an "X" in the blank before each correct answer. Characteristics are continued on the next page.

_____a. Has poise, confidence, and the capability to do job

_____b. Has an interest in serving only own needs

_____c. Has a poor attitude toward chapter activities

_____d. Imposes ideas and does not respect others' ideas

_____e. Gives proper attention to preplanning chapter meetings and committee work

_____f. Gives credit to others for their contributions

_____g. Lacks the ability and willingness to perform duties

_____h. Demonstrates interest by own attitude; practices good democratic principles in dealing with members

_____i. Tries to take all the credit; attempts to show own importance and does not share responsibilities

_____j. Lets things go until the last minute, and then hopes everything will work out

_____k. Realizes the importance of letting others share in responsibilities; believes in the FHA organization and has a sincere desire to serve all members

9. Describe how to make a good first impression.

_____

_____

_____

_____

_____

_____

10. Select from the following list proper manners to use when eating in public. Write an "X" in the blank before each correct answer.

_____a. Use the utensil on the inside first and work away from the plate

_____b. Place your napkin on your lap before you start to eat

_____c. Answer only important questions while chewing

_____d. Do not move your dishes around

_____e. Wait to begin eating until everyone at your table has been served

_____f. Begin eating when food is served to prevent food getting cold

TEST

_____g. Eat quietly, and chew with your mouth closed

_____h. Leave an appropriate tip

11. Match roles found in groups on the right to the correct descriptions by placing the appropriate numbers in the spaces provided.

_____a. Goes along with the movement of the group

_____b. Displays lack of involvement in the group processes

_____c. Writes down the suggestions and group decisions

_____d. Tries to assert authority or superiority in manipulating the group or certain members

_____e. Yields own position and admits her/his error or offers to meet halfway

_____f. Tries to extract key points from several ideas and show what they have in common

_____g. Seeks in whatever way possible to call attention to himself/herself or to own activities and accomplishments

_____h. Asks for information and facts pertinent to the problem being discussed

_____i. Tends to be negative to all ideas, rejecting without reason

_____j. Pulls ideas together so group might see where they are in their deliberation

_____k. States own beliefs and emphasizes own views

_____l. Doesn't care enough to show up for meeting

_____m. Suggests or proposes new ideas for changes in the group

_____n. Spells out suggestions in terms of examples

_____o. Praises, agrees with, and accepts the contributions of others

_____p. Offers facts or generalizations to the group which are relative to his/her own experiences

_____q. Asks not for the facts primarily but for a clarification of the values involved in a suggestion made or in alternative suggestions

1. Initiator/contributor
2. Opinion-seeker
3. Opinion-giver
4. Information-seeker
5. Information-giver
6. Elaborator
7. Summarizer
8. Integrator
9. Recorder
10. Encourager
11. Compromiser
12. Follower
13. Dominator
14. Blocker
15. No-show
16. Recognition-seeker
17. Distractor

TEST

12. List five categories of organizations where leadership skills may be used.

a. _____

b. _____

c. _____

d. _____

e. _____

BECOMING A FHA/HERO LEADER
UNIT IV

ANSWERS TO TEST

1. To be evaluated to the instructor's satisfaction

2. Any seven of the following:

   a. Positive ATTITUDE
   b. Self motivator
   c. Professional
   d. Success oriented
   e. "Self" understanding
   f. Polite
   g. Enthusiastic
   h. Well mannered
   i. Humble
   j. Neatly dressed and groomed
   k. Hard working
   l. Responsible
   m. Patriotic

3. b, d

4. a, d

5. a. 3
   b. 2
   c. 1

6. a. Any 3 of the following:

   1) Make an effort to get along with brothers and sisters
   2) Make an effort to create cooperation between family members who often quarrel or disagree
   3) Perform assigned home chores without balking or fighting
   4) Offer to help parents with work projects, or brothers and sisters with homework or personal projects, even if they do not ask
   5) Abide by family rules
   6) Make a genuine effort to find and propose solutions or compromises when you and your parents or siblings disagree

ANSWERS TO TEST

b. Any 3 of the following:

1) Do not give in to suggestions to do things that you know you should not do, or do not really want to do
2) Be loyal
3) Give good advice if asked for it, and as little as possible if not
4) Help to build friends' confidence by not putting them down, even in fun
5) Make an effort to be friendly to everyone, especially those who seem to lack confidence and need friendship

c. Any 3 of the following:

1) Treat school properly with respect
2) Be positive toward instructors and school administrators
3) Volunteer to serve on school and chapter committees
4) Do your committee assignment after you have it
5) Speak up in class and in chapter meetings
6) Agree to hold a chapter office if you are asked to do so
7) Be proud of the skills you are learning

d. Any 3 of the following:

1) Respect community property
2) Make an effort to learn about community government
3) Read the newspaper
4) Obey the laws
5) Offer your services as a volunteer in getting out the vote, cleaning up the community, collecting for charities

7. b, c, f, h, i

8. a, e, f, h, k

9. To be evaluated to the instructor's satisfaction

10. b, d, e, h, h

11.

a. 12	f. 8	j. 7	n. 6
b. 17	g. 16	k. 3	o. 10
c. 9	h. 4	l. 15	p. 5
d. 13	i. 14	m. 1	q. 2
e. 11			

ANSWERS TO TEST

12. Any five of the following:

    a. Work
    b. School
    c. Church
    d. Civic/service clubs
    e. Economic organizations
    f. Professional organizations
    g. Charitable organizations
    h. Advisory committees
    i. Special interest groups
    j. Political organizations
    k. Support groups
    l. Age-oriented groups
    m. Athletic groups

GIVING PRESENTATIONS
UNIT V

UNIT OBJECTIVE

After completing this unit, the student should be able to select a topic; develop an outline; write an introduction, body and conclusion; and give a prepared speech. The student should also be able to prepare and give a demonstration and an illustrated talk. This knowledge will be evidenced by completing assignment sheets and the unit test with a minimum score of eight-five percent.

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to

1. Match to their correct defintions terms associated with writing and evaluating speeches.
2. Match phases of communication to their correct definitions.
3. Match types of group presentations to their correct descriptions.
4. Select from a list general purposes of a group presentation.
5. Select from a list of guidelines for preparing a successful speech.
6. Arrange in order steps to follow in writing a speech.
7. Select from a list guidelines to follow when gathering information for a speech.
8. State rules for using quotations and statistics in a speech.
9. Discuss reasons for using outlines.
10. Match principal parts of an outline to their correct definitions.
11. Define types of outlines.
12. State ways to develop proper delivery.
13. Select from a list ways to develop and add meaning to the delivery of a speech.
14. State reasons for using gestures when giving a speech.
15. State ways to make a good impression when delivering a speech.
16. List factors to consider when listening to and evaluating a speech.
17. List ten organizations to consider in giving a speech.

OBJECTIVE SHEET

18. List the steps for presenting welcome addresses.
19. List the steps for presenting introductions.
20. List the steps for presenting awards.
21. Give a prepared one-minute talk.
22. Select a speech topic and gather information for a prepared speech.
23. Write an outline for a prepared speech.
24. Write an introduction for a prepared speech.
25. Write the body of a prepared speech.
26. Write the conclusion of a prepared speech.
27. Give a prepared speech.
28. Give an illustrated talk.
29. Give a demonstration.
30. Evaluate another student's presentation.

GIVING PRESENTATIONS
UNIT V

SUGGESTED ACTIVITIES

I. Unit contents

A. Objective sheet

B. Suggested activities

1. Transparency masters

a. TM #1 — What Is an Outline?

b. TM #2 — Principal Parts of an Outline

c. TM #3 — What Should an Outline Look Like?

d. TM #4 — Topical Outline Style

e. TM #5 — Sentence Outline Style

C. Information sheet

D. Assignment sheets

1. Assignment Sheet #1 — Give a Prepared One-Minute Talk

2. Assignment Sheet #2 — Select a Speech Topic and Gather Information for a Prepared Speech

3. Assignment Sheet #3 — Write an Outline for a Prepared Speech

4. Assignment Sheet #4 — Write an Introduction for a Prepared Speech

5. Assignment Sheet #5 — Write the Body of a Prepared Speech

6. Assignment Sheet #6 — Write the Conculsion of a Prepared Speech

7. Assignment Sheet #7 — Give a Prepared Speech

8. Assignment Sheet #8 — Give an Illustrated Talk

9. Assignment Sheet #9 — Give a Demonstration

10. Assignment Sheet #10 — Evaluated Another Student's Presentation

E. Answers to assignment sheets

F. Test

G. Answers to test

SUGGESTED ACTIVITIES

II. Instructor's guide

A. Review unit and plan presentation.

B. Obtain materials to supplement unit.

1. Films

a. *JJ Gets Ready*, 10 minutes, Journal Films, 1977. Available from Journal Films, Inc., 930 Pitner Avenue, Evanston, Illinois 60202; phone, 800-323-5448 or 312-325-6700.

(NOTE: In this film, JJ and the viewers are introduced to the techniques and procedures of preparing to deliver a speech.)

b. *JJ Gets on His Feet*. Color, 10 minutes, Journal Films, 1977. Available from Journal Films, Inc., 930 Pitner Avenue, Evanston, Illinois 60202; phone 800-323-5448 or 312-325-6700.)

(NOTE: In this film JJ learns the techniques that will help him to relax, deliver an effective presentation, and become a successful speaker.)

c. *Oral Communication*. Color, 28 minutes, National AV Center, 1976. Available from the national AV Center, General Service Administration, Section FF, Washington, D.C. 20409.

(NOTE: The film emphasizes two important aspects of oral communication: delivery and human relations. Appropriate choice of words, speed of speech, and body language are highlighted. Tips on listening cafefully, avoiding arguments, encouraging the other person, and smiling are also illustrated.)

d. *Speaking to One or One thousand*. Color, 21 minutes, 1980. Available on 16-mm film or 3/4-inch videotape. Purchase price $545, but the film can be rented. Available from McGraw-Hill Training Systems, Education Department, McGraw-Hill Book Company, 674 Via de la Valle, P.O. Box 641, Del Mar, California 92014; phone, 691-453-5000.

(NOTE: This film gives Toastmasters International's tips and dos and don'ts for making presentation.)

2. Book — *See You at the Top*. Available from Pelican Publishing House, 630 Burmaster Street, Gretna, Louisiana 70053.

(NOTE: This book gives Zig Ziglar's tips on planning your goals in life, selling yourself to others, and maintaining a positive self-image.)

- Introduce the film *Oral Communication*, and then show it to the class.

F. Provide students with unit.

G. Discuss unit and specific objectives.

SUGGESTED ACTIVITIES

H. Discuss information and assignment sheets.

1. Use Information Sheet, Section I to discuss terms and defintions associated with writing and evaluating speeches.

   - Have students collect pictures from magazines to show different gestures. Display these pictures in the classroom, and ask students to identify the ideas being communicated by each picture.

   - Give students the assignment of watching TV commercials for one night, taking notes on commercials, and then reporting to the class about the commercials that make the best use of gestures to convey their messages

   - Show the class the page of entries you have copied from the *Reader's Guide to Periodical Literature*, or take the students to a library where all the volumes of the guide are available. Explain to students how the guide is used.

2. Use Information Sheet, Section II to discuss the phases of communication and their definitions.

   - Explain the difference between *hearing* a speaker and really *listening* to a speaker. Listening involves staying alert, resisting distractions, noting nonverbal cues, and concentrating on what the speaker is saying—receiving, processing, and evaluating the speaker's message.

   - Explain the difference between *talking* and *speaking*. Speaking involves using effective verbal skills (such as proper diction, grammar, pronunciation) as well as effective nonverbal skills (such as visible body movements, facial expressions and gestures, and posture) to communicate a message.)

   - Explain the term *particular purpose* in each of the definitions presented in this section of the information sheet. Point out that people give speeches for one of three reasons: to inform the audience, to persuade the audience, or to integrate the members of the audience (pep talks, speeches of welcome, introductions). People listen to speeches to be informed on a subject, to hear reasons why they should be persuaded by the speaker, and to be integrated into a group.

   - Discuss Assignment Sheet #1 and have each student complete the assignment sheet. This assignment will help the student adapt to speaking before an audience quickly.

   - List the words *inform, persuade,* and *integrate* as three column headings on the chalkboard. Then conduct a class discussion, asking students to give examples of speech topics that might fit under these headings. Give each student an opportunity to come up with a speech topic until it seems the possibilities are exhausted.

     EXAMPLE: A speech about encouraging people to join the alumni association should be classified under the *persuade* column.

SUGGESTED ACTIVITIES

3. Use Information Sheet, Sections III and IV to make students aware of different types of presentations and their purposes. Stress the importance of selecting the right kind of presentation for the purpose required. Have students complete Assignment Sheets #1 and #2.

   - Show film *J.J. Gets to His Feet.*
   - After students review Sections II and III, have them develop a list of situations in which each type of presentation would be most effective.
   - Ask students to state their intended purpose as they complete Assignment Sheet #1. Was the purpose to entertain, inform, or influence?

4. Use Information Sheet, Section V to discuss guidelines for preparing a successful speech.

   - Explain that knowing your audience is one of the most important aspects of a successful speech.
   - Discuss the rest of the guidelines, continuing with the example used for the first guideline. For instance, to illustrate the guideline "choose information that is current and timely," tell students that they should try to center speeches around current events or topics.

5. Use Information Sheet, Sections VI through XI to discuss information students will need in writing a speech: steps to follow in writing a speech, guidelines to follow when gathering information for a speech, rules for using quotations and statistics in a speech, reasons for using outlines, principal parts of an outline, and the types of outlines.

   - Discuss with students the importance of following the order of the steps presented in Section VI of the information sheet. Explain that they will save themselves much time and energy if they do not get the cart before the horse when writing a speech.
   - When discussing Section VII point out to students the various trade magazines and journals available to them in classroom. Show students how to complete tasks associated with researching a subject. For example, show students how to use a table of contents in a magazine to locate articles, how to scan an article to determine its usefulness as a reference, and how to record key information (take notes) from a useful article.
   - Take students on a prearranged field trip to either the school or public library.
   - When discussing Section VIII emphasize that although using statistics and quotations in a speech can serve to help the speaker make a point, their use should be limited, and when used, they must be quoted precisely and in context and be correctly identified as to source and date. Show students how to record quotations and statistics on index cards.

SUGGESTED ACTIVITIES

- When discussing Sections IX through XI point out that outlining is a basic skill used to create the framework in all forms of communication. Explain that students will save time in organizing their ideas and in recognizing their speeches' strengths and weaknesses if they will make outlines *before* attempting to write their speeches. Use Transparency #1 to illustrate your discussion.

  Discuss the parts of an outline, using Transparency #2 to illustrate your discussion.

  Discuss the types of outlines, using Transparencies #3 through #5 to illustrate your discussion.

- Discuss Assignment Sheets #1 through #5. Guide students through these assignment sheets in the order they are presented, and have students turn in one assignment sheet for evaluation before they proceed to the next assignment sheet.

6. Use Information Sheet, Sections XII through XV to discuss information students will need in delivering a speech: ways to develop proper delivery, ways to develop and add meaning to the delivery of a speech, reasons for using gestures when giving a speech, ways to make a good impression when delivering a speech.

   - Introduce and then show film *J.J. Gets Ready* and *Speaking to One or One Thousand*. Ask students to take notes over the methods to develop delivery that are presented in the films. Then have your students volunteer the methods they have listed as you discuss each and write it on the board.

7. Use Information Sheet, Section XVI to discuss factors to consider when listening to and evaluating a speech.

   - Explain that evaluating someone else's speech will also assit you in evaluating the quality of your own speech.

   - Introduce the videotape or cassette tape of *Prepared Public Speaking*, and then show or listen to the tape, asking students to use the factors listed in the information sheet to evaluate the strengths of each of the national winning speakers presented. Discuss students' evaluations after showing or listening to the tape.

8. Discuss Assignment Sheet #6 through #10 and then have students complete each assignment sheet.

   - In Assignment Sheet #6, every student will be required to present the speech he or she has written. Videotape each speech to use as a tool for evaluation and discussion.

9. Discuss Assignment Sheet #10 and have students complete.

10. Use Information Sheet, Section XVII, to discuss organizations that students should consider presenting their presentations for additional practice and experience.

SUGGESTED ACTIVITIES

- Contact one or more of the organizatoins mentioned and make plans for a couple of your students to present a presentation to the organization. This is the best way for your students to prepare for public speaking contests.

11. Use Information Sheet, Sections XVIII through XX, as introductions to presenting welcome addresses, introductions, and awards.

- Have a student present a welcome address to the class before the one-minute presentations, prepared speech, demonstration and illustrated talk.

- Have each student present an introduction to the next speaker (student.)

- Have a mock awards presentation and allow each student to present an award to you or a fellow student.

I. Give test.

J. Critique test and discuss in class.

K. Reteach and retest as necessary.

L. Complete appropriate sections of competency profile.

III. Unit references

A. Carnegie, Dale. *How to Develop Self-Confidence and Influence People by Public Speaking*. New York: Pocket Books, Inc., Division of Simon and Schuster, 1977.

B. Eisenson, Jon, and Paul H. Boase. *Basic Speech*. New York: The MacMillan Company, 1975.

C. *How to Make Better Speeches*. New York: Cities Service Oil Company, Division of Marketing Training, 1964.

D. *Leadership of Youth Groups*. Kansas City, Farmland Industries, n.d.

E. Oliver, Robert T., and Rupert L. Cartright. *Effective Speech*. New York: Holt, Rinehart, and Winston, n.d.

F. Patton, Bob. *Vocational Agriculture II: A Curriculum Guide*, Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1975.

G. Patton, Bob, Greg Pierce, and Joyce Sawatzky. *VICA: Learn, Grow, and Become*. Stillwater, Oklahoma: State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1984.

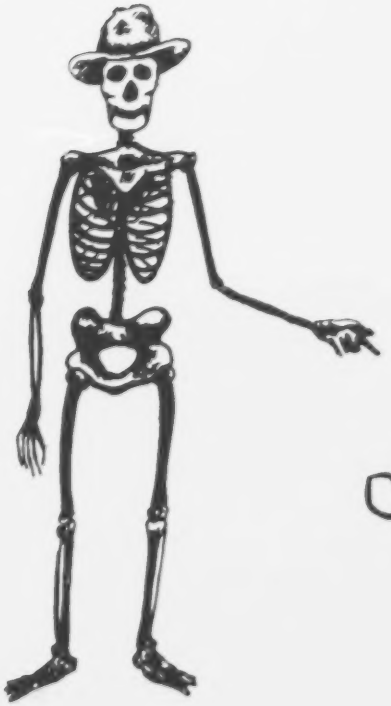
SUGGESTED ACTIVITIES

H. Patton, Bob, and Keith Harp. *Vocational Agriculture I: A Curriculum Guide.* Stillwater, Oklahoma: State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1984.

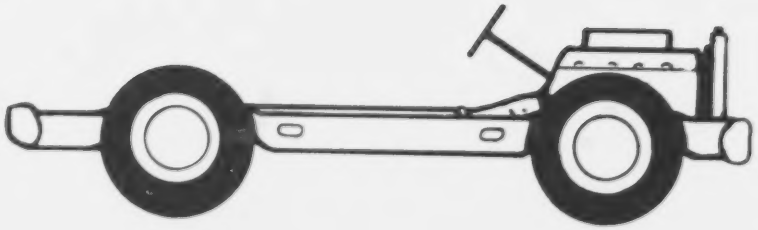
I. Zigler, Zig. *See You at the Top.* Gretna, Louisiana: Pelican Publishing Company, 1982.

What Is an Outline?

A Skeleton —



or a Frame —



An outline forms the framework of a speech.

Principal Parts of an Outline

I. INTRODUCTION: Arouses interest in you and indicates your appreciation of the audience.

II. BODY: Develops the main idea; lets the audience know what they are to hear and prepares them for good listening.

III. CONCLUSION: Summarizes, reviews, urges action, or gains respect for ideas expressed.

TM #2

FHA/HERO-203

What Should an Outline Look Like?

I. INTRODUCTION

II. BODY

A. First main point

1. Subpoint #1
2. Subpoint #2

B. Second main point

1. Subpoint #1
2. Subpoint #2

III. CONCLUSION

Topical Outline Style

TITLE

Disease Cures

I. INTRODUCTION

Importance of research

II. BODY

A. First Main Point
Identification of disease's cause
1. Subpoint #1
2. Subpoint #2

B. Second Main Point
Isolation of disease
1. Subpoint #1
2. Subpoint #2

III. CONCLUSION

Possible cure

Sentence Outline Style

TITLE

Finding Cures for New Diseases

I. INTRODUCTION

Research of a new disease is essential to finding a cure. Begin with research and end with a possible cure.

II. BODY

A. First main point

The initial research begins with locating the disease's cause.

1. Subpoint #1
2. Subpoint #2

B. Second Main Point

After finding the cause, the disease is isolated and tested.

1. Subpoint #1
2. Subpoint #2

III. CONCLUSION

The result of the testing is a possible cure for the disease.

GIVING PRESENTATIONS
UNIT V

INFORMATION SHEET

I. Terms and definitions associated with writing and evaluating speeches

A. Speech — The communication or expression of thoughts in spoken words

B. Communication — Two-way process of speaking and listening

C. *Reader's Guide to Periodical Literature* — Monthly publication that identifies current magazine articles

(NOTE: The *Reader's Guide to Periodical Literature* may be found in most public libraries.)

D. Quotation — Statement in which another person's words are cited exactly

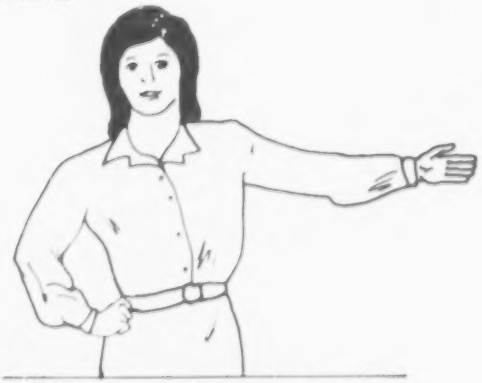
E. Statistics — Data in the form of facts and figures

F. Gesture — Facial expression or body motion used to emphasize an idea (Figures 1 and 2)

EXAMPLES:

FIGURE 1

FIGURE 2



G. Articulate — To talk distinctly

H. Pronunciate — To pronounce words correctly

I. Attitude — Position assumed for a specific purpose

J. Poise — Easy, self-possessed assurance of manner

K. Fluency — Quality of being effortlessly smooth and rapid; polished

L. Outline — Logical organization of ideas that forms the framework of any story, essay, or other form of information

M. Context — Interrelationship of words in a paragraph or sentence that makes clear their exact meanings

INFORMATION SHEET

II. Phases of communication and their definitions

A. Speaking — Using verbal and nonverbal expression to transmit a message to a receiver for a particular purpose

(NOTE: The speaker must use effective verbal skills [proper diction, grammar, pronunciation] as well as effective nonverbal skills [visible body movements, facial expressions and gestures, posture] to communicate a message.)

B. Listening — Receiving, processing, and evaluating verbal and nonverbal message expressed by sender for a particular purpose

(NOTE: Receiving, processing, and evaluating the speaker's message involves staying alert, resisting distractions, noting nonverbal cues, and concentrating on what the speaker is saying—really hearing the speaker's message.)

III. Types of group presentations

A. Demonstration — Presentation illustrating the step-by-step procedure for performing a task or assignment

B. Illustrated talk — Presentation using visual aids and objects to assist in making a point

C. Panel discussion — Presentation in which three or more individuals discuss a topic from different points of view

D. Prepared speech — Formal presentation following a logical sequence

E. Oral report — Presentation covering the facts of a speech, report, or written document

IV. General purposes of a group presentation

A. To inform

B. To influence

C. To entertain

V. Guidelines for preparing a successful speech

A. Choose an idea that is interesting to the audience

B. Choose an idea that is striking, different, or unusual

C. Choose information that is current and timely

D. Make presentation clear to yourself

(NOTE: Think about logical order.)

E. Phrase speech clearly for your audience

F. Explain any new ideas or terms related to subject (topic)

INFORMATION SHEET

G. Practice giving your speech

VI. Steps to follow in writing a speech

A. Select a familiar subject

B. Research available references

C. Record key information

EXAMPLE: Write on 3×5 cards

D. Develop an outline

E. Write a rough draft

F. Revise rough draft

G. Type or print the final copy

VII. Guidelines to follow when gathering information for a speech

(NOTE: Background information is available for the person who will look for it. The following list includes only a few reference possibilities.)

A. Check personal books

B. Review back issues of trade and business magazines

C. Check school and public libraries

D. Use *Reader's Guide to Periodical Literature* to locate magazine articles

E. Write to associations

F. Interview a resource person

EXAMPLES: President of a civic club, business owner, local politician

G. Contact appropriate federal, state, or county government agencies

H. Check educational facilities and their publications

I. Check newspapers

(NOTE: Many newspaper editors have very useful information.)

VIII. Rules for using quotations and statistics in a speech

A. Use only when needed to make a point

(NOTE: Limit the use of quotations in your speech; the audience wants to hear your opinions, not another author's opinions.)

INFORMATION SHEET

B. Make sure the source and date of information are accurate

(NOTE: It is common courtesy to cite the author's name, and doing so often helps support your information.)

C. Keep the true meaning of the quotations and statistics

(NOTE: Use quotations and statistics in their original context.)

IX. Reasons for using outlines

A. To help you recognize the speech's strengths and weaknesses

B. To help you in organizing and developing your ideas

C. To help you save time when writing the speech

X. Principal parts of an outline and their definitions

A. Introduction — Beginning of speech; should attract and motivate audience

(NOTE: The introduction to a speech should get the audience's attention, state the purpose, relate the importance of the topic to the audience, and preview the main points to be covered.)

B. Body — Central theme of speech; carries main ideas

(NOTE: The body of a speech carries the speaker's message. It consists of the main points, subdivisions, and supporting detail. Its main objective is to develop fully the theme of your presentation.)

C. Conclusion — End of speech; reviews or summarizes main points of speech, or asks for action

(NOTE: The end of a speech is just as important as the beginning and must be accorded its proper allotment of preparation. Your conclusion must do two things: give your audience a feeling of completeness or satisfaction in terms of your having done what you set out to do, and center attention on the whole idea of your speech rather than on any part of it. In short, it must drive home the central message of the speech.)

XI. Types of outlines and their definitions

A. Topical — Outline style using key words or phrases to express the order of the thoughts to be presented in a speech (See Figure 3)

B. Sentence — Outline style using complete sentences to express the order of the thoughts to be presented in a speech

(NOTE: The sentence outline is more complete and therefore usually a better outline style for beginning speakers to use. See Figure 4.)

INFORMATION SHEET

EXAMPLES:

FIGURE 3: Topical outline style

TITLE

Disease Cures

I. **INTRODUCTION**

Importance of research

II. **BODY**

A. **First main point**

Identification of disease's cause

1. Subpoint #1
2. Subpoint #2

B. **Second main point**

Isolation of disease

1. Subpoint #1
2. Subpoint #2

III. **CONCLUSION**

Possible cure

FIGURE 4: Sentence outline style

TITLE

Finding Cures for New Diseases

I. **INTRODUCTION**

Research of a new disease is essential to finding a cure. Begin with research and end with a possible cure.

II. **BODY**

A. **First main point**

The initial research begins with locating the disease's cause.

1. Subpoint #1
2. Subpoint #2

B. **Second main point**

After finding the cause, the disease is isolated and tested.

1. Subpoint #1
2. Subpoint #2

III. **CONCLUSION**

The result of the testing is a possible cure for the disease.

XII. Ways to develop proper delivery

A. Practice speech in front of mirror

B. Use tape or video recorder for evaluating delivery

C. Practice giving speech in front of another person

INFORMATION SHEET

XIII. Ways to develop and add meaning to the delivery of a speech

A. Maintain eye contact

B. Gesture

EXAMPLES: Use your hands; vary facial expression

(NOTE: Be yourself, but do not overact. Overacting focuses the audience's attention on the speaker, not on the speech.)

C. Maintain good posture

D. Move around

E. Use voice control

XIV. Reasons for using gestures when giving a speech

A. To emphasize specific thoughts

B. To convey attitudes or moods

C. To express thoughts and feelings

XV. Ways to make a good impression when delivering a speech

A. Be neatly groomed

B. Be prepared

(NOTE: The best way to be prepared is to practice your speech until you know it well and can deliver it smoothly.)

C. Let all important actions and gestures be seen clearly

D. Be enthusiastic and confident

E. Recognize that some fear is normal; do not get too upset

F. Speak clearly and in a pleasant tone of voice

XVI. Factors to consider when listening to and evaluating a speech

A. Content of speech

1. Important and appropriate subject
2. Suitable materials
3. Accurate statements included
4. Evidence of purpose

INFORMATION SHEET

B. Composition of speech

1. Clear organization of content
2. Appropriate language
3. Unity of thought
4. Proper sentence structure
5. Logical development
6. Accomplishment of purpose

C. Speaker's voice quality

1. Proper pitch
2. Proper articulation
3. Proper force
4. Proper pronunciation

D. Speaker's stage presence

1. Appropriate attitude
2. Good poise and body posture
3. Ease before audience
4. Appropriate personality

E. Speaker's personal appearance

1. Neat appearance
2. Appropriate dress

F. Speaker's power of expression

1. Fluent
2. Direct
3. Proper emphasis
4. Good communicative ability
5. Sincere
6. Good conveyance of thought and meaning

G. Speaker's response to questions — Answers reflect speaker's originality, familiarity with subject, and ability to think quickly

H. General effect of speech — Speech was interesting, understandable, convincing, pleasing, and captivating

XVIII. List of organizations to consider in giving a presentation:

Optimist Club

Lions Club

Kiwanis Club

Chamber of Commerce

Jaycees

Licensed Practical Nurses Association

Sales and Marketing Executive

INFORMATION SHEET

Vocational Associations

League of Women Voters

State Education Association

Rotary Club

Toastmasters

Secondary School Principals

State Board of Education

Local School Board

Chief School Officers

Parent Teacher Association

American Legion

Century Club

Veterans of Foreign Wars

Labor Unions (AFL-CIO, etc.)

Medical Society

Other Youth Organizations (School, Vocational, Special Prgrams, Boy Scouts, etc.)

Better Business Bureau

Agency to Reduce Crime

Women's Club

Knights of Columbus

Retail Merchants Association

Public School Assemblies

City Council Meetings

House of Representatives and/or Senate

Local Business or Industry Board Meetings

XVIII. Steps for presenting welcome addresses

A. Always stay calm

B. State the purpose of meeting

INFORMATION SHEET

C. Give your appreciation to the audience's attendance

XIX. Steps for presenting introductions

A. Always stay calm

B. Give brief background information about speaker

EXAMPLES: High school, organizations, family, hobbies, education, occupations, etc.

C. State the presentation's title (if possible)

D. State speaker's name last

E. Keep introduction under 1½ minutes

F. Lead applause

G. Remain at podium until the speaker arrives at podium

H. Go around the speaker to your seat, not in front of the speaker

XX. Steps for presenting awards

A. Explain the award's importance

B. Introduce the recipient while discussing the recipient's accomplishments

C. Shake the recipient's *right* hand while handing the award with your left hand.

(NOTE: This procedure requires your hands to cross, therefore, you should practice the motion several times prior to the presentation to avoid embarrassment.)

D. Encourage the recipient to face the audience

E. Lead applause

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #1 — GIVE A PREPARED ONE-MINUTE TALK

NAME _____ SCORE _____

One of the best and easiest ways to begin preparing a presentation is to select a topic with which you are very familiar.

Prepare a one-minute talk about yourself, using the situation below

> You have just been informed by your instructor that you are to meet a new chapter member at the airport at 8:00 p.m. You have never met this person. Describe yourself in detail so that the person will be able to identify you in the crowd at the airport.

(NOTE: Prepare your remarks and description below and on the back of this page.)

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #2 — SELECT A SPEECH TOPIC AND GATHER INFORMATION FOR PREPARED SPEECH

NAME _____ SCORE _____

Perhaps the most difficult part of writing a speech is getting started—selecting a topic and gathering information on that topic. In this assignment sheet you will be guided through these two "getting started" phases of speech writing.

PART I: Selecting a speech topic

When selecting a topic for a speech or talk, choose a subject that is familiar and interesting to you. Since most of the speeches or talks that you will give as a FHA/HERO member concern home economics and related occupations, you should select a topic that deals with the views on issues in home economics and related occupations or how FHA/HERO members can address such issues.

ASSIGNMENT SHEET #2

PART II: Gathering information

Gathering information to develop your speech topic consists of two stages: (1) selecting possible reference materials and (2) recording key information from those references. To help you through these stages, follow the directions and complete Sections A and B.

A. Reread Section V of the information sheet, concerning guidelines to follow when gathering information for a speech, and then list possible references that may help you in finding background information to develop your speech topic. List those reference sources on the blanks below.

Possible reference sources:

ASSIGNMENT SHEET #2

B. Recording key information from your references

Recording key information from your resource material (note-taking) involves quoting another person's thoughts or summarizing another person's thoughts in your own words in such a way that the idea is clear to you and the original thought has not been distorted.

Read the following guidelines for recording information, and then, using the sources you listed in Section A, take notes to help you develop your speech topic. Hand in your notes to your instructor for evaluation.

Guidelines for recording information

- Record information on 3×5 cards.
- If you are in doubt about whether or not to take a note, take it. It is easier to discard a note you do not need than to relocate a source.
- Summarize information in your own words without distorting the original thought.
- Do not copy information word-for-word from the original unless your source concisely sums up a great deal of information and you want to incorporate that quotation into your speech.
- If you copy a quotation, make sure you enclose it in quotation marks so later you will know that the note was quoted verbatim.
- Cite on each card the source and date of the information you have recorded.

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #3 — WRITE AN OUTLINE FOR A PREPARED SPEECH

NAME _____ SCORE _____

After gathering information from available sources, the next step in developing a speech is to make an outline. After you have reviewed the notes you took over your reference material, outline your speech, using the space below. Use either the topic or sentence outline style discussed in Section IX of the information sheet. Have your instructor evaluate the completed outline.

TITLE

_____

I. **INTRODUCTION**

_____

_____

II. **BODY**

A. **First main point**

_____

_____

1. Subpoint #1

_____

_____

2. Subpoint #2

_____

_____

B. **Second main point**

_____

_____

ASSIGNMENT SHEET #3

1. Subpoint #1

_____

_____

2. Subpoint #2

_____

_____

III. **CONCLUSION**

_____

_____

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #4 — WRITE AN INTRODUCTION FOR A PREPARED SPEECH

NAME _____ SCORE _____

The introduction sets the stage for your speech. Select your words carefully. The introduction should be written in such a manner that the audience can identify with your speech. Make your sentences have meaning.

Using the outline you developed in Assignment Sheet #2, write the introduction to your speech. You may use the space below for your introduction. If more space is needed, use the back of this page. Have your instructor evaluate your completed introduction.

Speech title: _____

Introduction: _____

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #5 — WRITE THE BODY OF A PREPARED SPEECH

NAME _____ SCORE _____

The body of your speech is the heart of the speech. This part should be filled with useful information. The speech should flow from one point to another. Use words that have meaning and words that you feel comfortable using. If you use dates and figures, make sure that the sources are given.

A considerable amount of time should go into preparing this part of your speech. Using the outline you prepared in Assignment Sheet #2, write the body of your speech. Use the following pages for writing your speech. Read through your speech and make modifications as needed. Have your instructor evaluate the completed body of your speech.

Speech title: _____

Body: _____

ASSIGNMENT SHEET #5

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #6 — WRITE THE CONCLUSION OF A PREPARED SPEECH

NAME _____ SCORE _____

The conclusion should be short and closely tied to the text of your speech. The conclusion should summarize the key points of your speech and call for action if appropriate.

Using the outline you developed in Assignment Sheet #2, write the conclusion to your speech. Use the space below to write your conclusion. If more space is needed, continue on the back of this page. Have your instructor evaluate your completed conclusion.

Speech title: _____

Conclusion: _____

ASSIGNMENT SHEET #6

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #7 — GIVE A PREPARED SPEECH

NAME _____ SCORE _____

The time has arrived for you to prepare the final draft of your speech. Use Assignment Sheets #4, #5, and #6 as your rough draft. Rewrite your speech, making the introduction, body, and conclusion fit together. Review the speech closely to make sure that it flows. Rework any unfavorable words or incomplete statements.

The following points may assist you.

- Study and restudy your speech. Make sure that you know your speech; memorize it if necessary.

  (NOTE: A good way to memorize your speech is by reading it aloud several times.)

- Practice your speech in front of a mirror. This will allow you to practice the use of gestures.

- Tape or video record your speech and play it back. This will give you an opportunity to hear how you sound or to see and hear how you deliver your speech.

Now that you have studied your speech, you are ready to deliver your speech. The following information will assist you in your delivery.

- Be neatly groomed.
- Be prepared.
- Maintain eye contact.
- Gesture.
- Maintain good posture.
- Move around.
- Let all important actions or gestures be seen clearly.
- Recognize that some fear is normal.
- Speak clearly and in a pleasant tone of voice; use voice control.

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #8 — GIVE AN ILLUSTRATED TALK

NAME _____ SCORE _____

You have been asked to give a five to ten-minute illustrated talk. Use interesting and relevant visuals when giving an illustrated talk.

(NOTE: The winner of the state contest participates in the national contest.)

PART I

A. Select a topic that interests you.

TOPIC: _____

B. Determine where the talk will be given. _____

(NOTE: People must be able to see your visuals during the talk. Check the room arrangement before giving your talk.)

C. Select and prepare visuals from the list below. Select types of visuals you will be using and write a brief description of each.

1. Charts _____

_____

2. Models _____

_____

3. Posters _____

_____

4. Photographs _____

_____

5. Acutal objects _____

_____

6. Transparencies _____

_____

7. Other _____

_____

ASSIGNMENT SHEET #8

D. List the equipment you will need.

1. _____

2. _____

3. _____

E. Now that you have selected your topic, have identified where the talk will be given, and have determined the types of visuals you will need, you can start preparing your talk. The following information may be helpful to you.

- Make sure that the topic you selected is timely and that you feel comfortable with the topic.
- Review the time frame; the talk should not run over ten minutes
- Your visuals are the key to your presentation. Make sure they are large enough to be seen at the back of the room. Colors make your visuals stand out better and illustrate selected points.
- Arrange your visuals according to the points you wish to make.
- Practice your talk several times, paying close attention to your time.
- Handle your visuals skillfully:

  Address the visual and the audience;

  Using a pointer, point to the visual to illustrate specific points;

  Place visual at the back of the stack and continue with your talk.

PART II

This part of the assignment will be used by the instructor or another student to evaluate your illustrated talk. Read through the evaluation carefully. It will assist you in knowing what points to check before giving your talk.

A. What was the length of the talk? _____

B. Did the talk hold the attention of the audience? Yes _____ No _____

C. Did the talk follow a logical sequence? Yes _____ No _____

D. Could the visuals be clearly seen from the back of the room? Yes _____ No _____

E. Were the visuals appropriate for the topic? Yes _____ No _____

ASSIGNMENT SHEET #8

F. Rate the use of visuals:

Overused ☐

Used appropriately ☐

Used very little ☐

G. Did the presenter handle the visuals correctly and skillfully? Yes _____ No _____

H. Rate the speaker's delivery.

1. Voice

_____a. Voice was loud

_____b. Voice was soft

_____c. Speaker spoke fast

_____d. Speaker spoke in monotone

Comments: _____

_____

2. Stage presence

a. Was the presenter dressed appropriately? Yes _____ No _____

Comments: _____

_____

b. Did the presenter exhibit good poise and body posture?

Yes _____ No _____

Comments: _____

_____

c. Was the presenter at ease before the audience? Yes _____ No _____

Comments: _____

_____

ASSIGNMENT SHEET #8

d. Was the talk interesting, understandable, convincing, pleasing? Did it hold the audience's attention?

Comments? _____

_____

I. What were the strengths of the talk? _____

_____

_____

_____

_____

_____

J. What were the weaknesses of the talk? _____

_____

_____

_____

_____

_____

K. Rate the illustrated talk.

Excellent _____ Good _____ Fair _____ Poor _____

L. In what ways could the talk have been improved? _____

_____

_____

_____

_____

_____

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #9 -- GIVE A DEMONSTRATION

NAME _____ SCORE _____

Demonstrations are much easier to develop and present than are other types of presentations. However, thorough preparation before giving the demonstration is important.

PART I

Select a topic that interest you and give a demonstration. Use the following work sheet to help you prepare your presentation.

TOPIC: _____

A. What tools and equipment do you need?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

ASSIGNMENT SHEET #9

B. What visuals to you need?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

C. Where will you present the demonstration? _____

(NOTE: Remember, everyone in the room must be able to see your presentation. Always check the room arrangement before giving your presentation.)

D. Having identified your topic and listed the equipment and tools needed, prepare your presentation. Use the following information to assist you.

- Make sure that your topic is current and that you are thoroughly familiar with the content.
- Develop your demonstration.
- Practice your demonstration and revise as necessary.
- Review the time frame; your presentation should not run over fifteen minutes.
- Make sure that the visuals used during your presentation are large enough to be seen by all people in attendance.
- Make sure that all of your tools and equipment are available, in working condition, and clean.
- Check the meeting place several days prior to giving the presentation.
- Make sure that safety procedures are followed while giving the demonstration.

ASSIGNMENT SHEET #9

PART II

This part of the assignment will be used by the instructor or another student to evaluate your demonstration. Read through the evaluation carefully. It will assist you in knowing what points to check before giving your demonstration.

A. What was the length of the presentation? _____

B. Did the demonstration follow a logical sequence ? Yes _____ No _____

C. Did the presenter speak in a clear, distinct tone? Yes _____ No _____

D. Was the demonstration intresting? Yes _____ No _____

E. Could the demonstraton be seen clearly, and were all visuals used large enough to be seen? Yes _____ No _____

F. Were proper safety procedures followed? Yes _____ No _____

If no, what safety procedures were not followed? _____

_____

_____

_____

_____

G. Did the presenter have all of the necessary tools and equipment?

Yes _____ No _____

H. What, if any, tools were missing? _____

I. Rate the presenter: Excellent _____ Good _____ Fair _____ Poor _____

J. What were the strengths of the presentation? _____

_____

_____

_____

_____

_____

ASSIGNMENT SHEET #9

K. What were the weaknesses of the presentation? _____

_____

_____

_____

_____

_____

L. In what ways could the presentation have been improved? _____

_____

_____

_____

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #10 — EVALUATE ANOTHER STUDENT'S SPEECH

NAME _____ SCORE _____

In Section XIV of the information sheet, you studied the factors to consider when listening to and evaluating a speech. The items listed in the information sheet were based on the score sheet used by the judges at public speaking contests. In this assignment sheet, you will use the official speech-rating sheet to evaluate another student's speech. But, remember, evaluating someone else will also assist you in evaluating your own speeches.

Read Part I of the assignment sheet below. Evaluate another student's speech by filling in the score sheet and by following the directions in Part I. Have your instructor evaluate your completed assignment sheet.

Part I: Speech identification data

A. Record the speaker's name on the blank line below.

_____

B. Record the title of the speech on the blank line below.

_____

C. List the main point(s) the speaker made in the introduction to the speech.

_____

_____

_____

D. List the main point(s) the speaker made in the body of the speech.

_____

_____

_____

_____

E. List the main point(s) the speaker made in the conclusion of the speech.

_____

_____

_____

ASSIGNMENT SHEET #10

F. Briefly state the topic of the speech on the lines below.

G. Briefly discuss the speaker's voice quality. (Was the speaker's voice forceful enough? Was his or her pitch pleasing? Did he or she articulate clearly and pronunciate correctly?)

H. Discuss the speaker's stage presence and personal appearance. (Was the speaker confident, poised, and at ease before the audience?)

I. Briefly discuss the speaker's power of expression. (How fluent was the speaker? Did the speaker convey the thought and meaning intended? Did the speaker seem sincere?)

J. Briefly discuss the speaker's ability to answer questions on the speech.

K. Discuss the general effect of the speech upon the audience.

GIVING PRESENTATIONS
UNIT V

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Evaluated to the satisfaction of the instructor

Assignment Sheet #2 — Evaluated to the satisfaction of the instructor

Assignment Sheet #3 — Evaluated to the satisfaction of the instructor

Assignment Sheet #4 — Evaluated to the satisfaction of the instructor

Assignment Sheet #5 — Evaluated to the satisfaction of the instructor

Assignment Sheet #6 — Evaluated to the satisfaction of the instructor

Assignment Sheet #7 — Evaluated to the satisfaction of the instructor

Assignment Sheet #8 — Evaluated to the satisfaction of the instructor

Assignment Sheet #9 — Evaluated to the satisfaction of the instructor

Assignment Sheet #10 — Evaluated to the satisfaction of the instructor

GIVING PRESENTATIONS
UNIT V

TEST

NAME _____ SCORE _____

1. Match to their correct definitions terms associated with writing and evaluating speeches. Write the correct numbers in the blanks.

_____a. Easy, self-possessed assurance of manner	1. Speech
_____b. The communication or expression of thoughts in spoken words	2. Communication
_____c. Position assumed for a specific purpose	3. *Reader's Guide to Periodical Literature*
_____d. Facial expression or body motion used to emphasize an idea	4. Quotation
_____e. Statement in which another person's words are cited exactly	5. Statistics
_____f. Two-way process of speaking and listening	6. Gesture
_____g. To talk distinctly	7. Articulate
_____h. To pronounce words correctly	8. Pronunciate
_____i. Data in the form of facts and figures	9. Attitude
_____j. Quality of being effortlessly smooth and rapid; polished	10. Fluency
_____k. Monthly publication that identifies current magazine articles	11. Poise
_____l. Interrelationship of words in a paragraph or sentence that makes clear their exact meanings	11. Context
_____m. Logical organization of ideas that forms the framework of any story, essay, or other form of information	11. Outline

TEST

2. Match the phases of communication to their correct definitions. Write the correct numbers in the blanks.

_____a. Using verbal and nonverbal expression to transmit a message to a receiver for a particular purpose

_____b. Receiving, processing, and evaluating verbal and nonverbal message expressed by sender for a particular purpose

1. Speaking
2. Listening

3. Match types of group presentations to their correct descriptions. Write the correct numbers in the blanks.

_____a. Presentation covering the facts of a speech, report, or written document

_____b. Presentation in which three or more individuals discuss a topic from different points of view

_____c. Presentation illustrating the step-by-step procedure for performing a task or assignment

_____d. Presentation using visual aids and objects to assist in making a point

_____e. Formal presentation following a logical sequence

1. Demonstration
2. Prepared speech
3. Oral report
4. Illustrated talk
5. Panel discussion

4. Select form the following list general purposes of a group presentation. Write an "X" in the blank before each correct answer.

_____a. To entertain

_____b. To influence

_____c. To procrastinate

_____d. To judge

_____e. To evaluate

_____f. To inform

5. Select from the following list guidelines for preparing a successful speech. Write an "X" in the blank before each correct answer.

_____a. Choose an idea that is interesting to the audience

_____b. Speak quietly, but quickly, to finish on time

TEST

_____c. Explain any new ideas or terms related to the subject (topic)

_____d. Phrase speech clearly for your audience

_____e. Use technical terms

_____f. Speak in a flat voice to be clearly understood

_____g. Make presentation clear to yourself

_____h. Choose information that is at least one year old

_____i. Practice giving your speech

_____j. Choose an idea that is striking, different, or unusual

6. Arrange in order steps to follow in writing a speech. Write a "1" in the blank before the first step, a "2" in the blank before the second step, and so on.

_____a. Record key information

_____b. Develop an outline

_____c. Research available references

_____d. Select a familiar subject

_____e. Type or print the final copy

_____f. Revise rough draft

_____g. Write a rough draft

7. Select from the following list guidelines to follow when gathering information for a speech. Write an "X" in the blank before each correct answer.

_____a. Use *Reader's Guide to Periodical Literature* to locate magazine articles

_____b. Check personal books

_____c. Check school and public libraries

_____d. Check newspapers

_____e. Review back issues of trade and business magazines

_____f. Contact appropriate federal, state, or county government agencies

_____g. Write to associations

TEST

_____h. Interview a resource person

_____i. Check educational facilities and their publications

8. State rules for using quotations and statistics in a speech.

a. _____

b. _____

c. _____

9. Discuss reasons for using outlines.

_____

_____

_____

10. Match principal parts of an outline to their correct definitions. Write the correct numbers in the blanks.

_____a. End of speech; reviews or summarizes main points of speech, or asks for action

_____b. Central theme of speech; carries main ideas

_____c. Beginning of speech; should attract and motivate audience

1. Introduction
2. Body
3. Conclusion

11. Define types of outlines.

a. Topical — _____

_____

b. Sentence — _____

_____

12. State ways to develop proper delivery.

a. _____

b. _____

c. _____

TEST

13. Select from the following list ways to develop and add meaning to the delivery of a speech. Write an "X" in the blank before each correct answer.

_____a. Maintain eye contact

_____b. Dress properly

_____c. Gesture

_____d. Maintain good posture

_____e. Move around

_____f. Use technical terms

_____g. Use voice control

14. State reasons for using gestures when giving a speech.

a. _____

b. _____

c. _____

15. State four ways to make a good impression when delivering a speech.

a. _____

b. _____

c. _____

d. _____

16. List factors to consider when listening to and evaluating a speech.

Content of speech (List two)

a. _____

b. _____

Composition of speech (List three)

a. _____

b. _____

TEST

c. _____

Speaker's voice quality (List two.)

a. _____

b. _____

Speaker's stage presence (List two.)

a. _____

b. _____

Speaker's personal appearance (List one.) — _____

_____

Speaker's power of expression (List three.)

a. _____

b. _____

c. _____

Speaker's response to questions (List one.) — _____

_____

General effect of speech (List one.) — _____

_____

17. List ten organization to consider in giving a presentation.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

TEST

h. _____

i. _____

j. _____

18. List the steps for presenting welcome addresses.

a. _____

b. _____

c. _____

19. List the steps for presenting awards.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

20. List the steps for presenting awards

a. _____

b. _____

c. _____

d. _____

e. _____

PREPARING PRESENTATIONS
UNIT V

ANSWERS TO TEST

1. a. 11
   b. 1
   c. 9
   d. 6
   e. 4
   f. 2
   g. 7
   h. 8
   i. 5
   j. 10
   k. 3
   l. 12
   M. 13

2. a. 1
   b. 2

3. a. 3
   b. 5
   c. 1
   d. 4
   e. 2

4. a, b, f

5. a, c, d, g, i, j

6. a. 3
   b. 4
   c. 2
   d. 1
   e. 7
   f. 6
   g. 5

7. a, b, c, d, e, f, g, h, i

8. a. Use only when needed to make a point
   b. Make sure the source and date of information are accurate
   c. Keep the true meaning of the quotations and statistics

9. Discussion should include the following

   a. To help you recognize the speech's strengths and weaknesses
   b. To help you in organizing and developing your ideas
   c. To help you save time when writing the speech

ANSWERS TO TEST

10. a. 3
    b. 2
    c. 1

11. a. Outline style using key words or phrases to express the order of the thoughts to be presented in a speech
    b. Outline style using complete sentences to express the order of the thoughts to be presented in a speech

12. a. Practice speech in front of mirror
    b. Use tape or video recorder for evaluating delivery
    c. Practice giving speech in front of another person

13. a, c, d, e, g

14. a. To emphasize specific thoughts
    b. To convey attitudes or moods
    c. To express thoughts and feelings

15. Answer should include any four of the following

    a. Be neatly groomed
    b. Be prepared
    c. Let all important actions and gestures be seen clearly
    d. Be enthusiastic and confident
    e. Recognize that some fear is normal; do not get too upset
    f. Speak clearly and in a pleasant tone of voice

16. **Content of speech** (Answer should include any two of the following.)

    a. Important and appropriate subject
    b. Suitable materials
    c. Accurate statements included
    d. Evidence of purpose

    Composition of speech (Answer should include any three of the following.)

    a. Clear organization of content
    b. Appropriate language
    c. Unity of thought
    d. Proper sentence structure
    e. Logical development
    f. Accomplishment of purpose

ANSWERS TO TEST

Speaker's voice quality (Answer should include any two of the following.)

a. Proper pitch
b. Proper articulation
c. Proper force
d. Proper pronunciation

Speaker's stage presence (Answer should include any two of the following.)

a. Appropriate attitude
b. Good poise and body posture
c. Ease before audience
d. Appropriate personality

Speaker's personal appearance (Answer should include one of the following.)

a. Neat appearance
b. Appropriate dress

Speaker's power of expression (Answer should include any three of the following.)

a. Fluent
b. Direct
c. Proper emphasis
d. Good communicative ability
e. Sincere
f. Good conveyance of thought and meaning

Speaker's response to questions — Answers reflect speaker's originality, familiarity with subject, and ability to think quickly

General effect of speech — Speech was interesting, understandable, convincing, pleasing, and captivating

17. Any of the following

Optimist Club
Lions Club
Kiwanis Club
Chamber of Commerce
Jaycees
Licensed Practical Nurses Association
Sales and Marketing Executive
Vocational Associations
League of Women Voters
State Education Association

ANSWERS TO TEST

Rotary Club
Toastmasters
Secondary School Principals
State Board of Education
Local School Board
Chief School Officers
Parent Teacher Association
American Legion
Century Club
Veterans of Foreign Wars
Labor Unions (AFL-CIO, etc.)
Medical Society
Other Youth Organizations (School, Vocational, Special Programs, Boy Scouts, etc.)
Better Business Bureau
Agency to Reduce Crime
Women's Club
Masonic Lodge
Knights of Columbus
Retail Merchants Association
Public School Assemblies
City Council Meetings
House of Representatives and/or Senate
Local Business or Industry Board Meetings

18. a. Always stay calm
    b. State the purpose of meeting
    c. Give your appreciation to the audience's attendance

19. a. Always stay calm
    b. Give brief background information about speaker
       EXAMPLES: High school, organizations, family, hobbies, education, occupation, etc.
    c. State the presentation's title (if possible)
    d. State speaker's name last
    e. Keep introduction under 1½ minutes
    f. Lead applause
    g. Remain at podium until the speaker arrives at podium
    h. Go around the speaker to your seat, not in front of speaker

20. a. Explain the award's importance
    b. Introduce the recipient while discussing the recipient's accomplishments
    c. Shake the recipient's *right* hand while handing the award with your left.
       (NOTE: this procedure requires your hands to cross, therefore, you should practice the motion several times prior to the presentation to avoid embarrassment.)
    d. Encourage the recipient to face the audience
    e. Lead applause